

Pre-Intermediate Student's Book

# New Headway Plus

John and Liz Soars

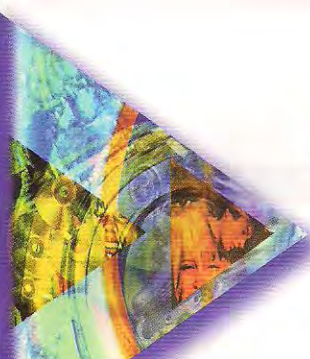
New Headway English Course is a development of the highly successful multi-level Headway series. The original coursebooks have been rewritten to include new features, activities, and above all, new material to make the learning of English stimulating and motivating for both adult and young adult learners. The course combines the best of traditional approaches to help students use English accurately and fluently and provides a fully comprehensive

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with Interactive  
Practice CD-ROM

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# 1

# Getting to know you

Tenses • Questions • Using a bilingual dictionary • Social expressions 1

## STARTER



1 Match the questions and answers.

Where were you born?	A year ago.
What do you do?	Three times a week.
Are you married?	In Morocco.
Why are you learning English?	Because I need it for my job.
When did you start learning English?	I'm a teacher.
How often do you have English classes?	No, I'm single.

2 Ask and answer the questions with a partner.

## TWO STUDENTS

### Tenses and questions

1 **T 1.1** Read and listen to Maurizio. Then complete the text, using the verbs in the box.

'm enjoying	'm going to work	live	started
'm studying	come	can speak	went



My name's **Maurizio Celi**. I (1) come from Bologna, a city in the north of Italy.

I'm a student at the University of Bologna.

I (2) 'm studying modern languages – English and Russian. I also know a little Spanish, so

I (3) can speak four languages.

I (4) 'm enjoying the course a lot, but it's really hard work.

The course (5) started three years ago.

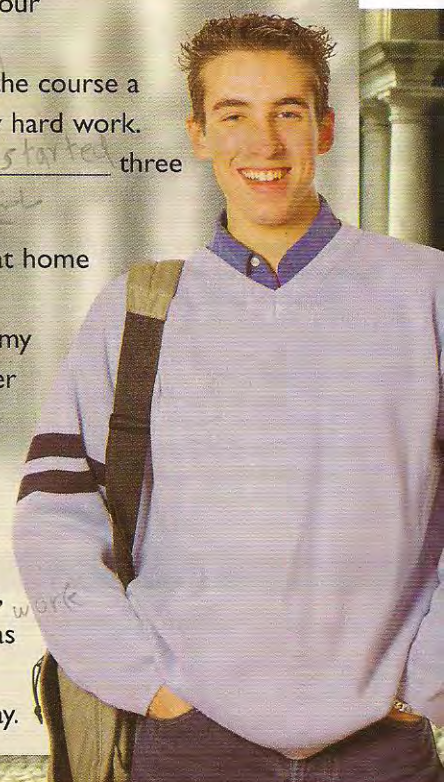
I (6) live at home with my parents and my

sister. My brother

(7) went to work in the United States last year.

After I graduate, I (8) 'm going to work as a translator.

I hope so, anyway.





## 2 Complete the questions about Carly.

- 1 Where does she come from?
- 2 Where does she live?
- 3 Who does she live with?
- 4 What is she studying?
- 5 Is she enjoying the course?
- 6 How many languages does she speak?
- 7 When did her course start?
- 8 What is she going to do after she graduates?

**T 1.2** Listen to Carly, and write the answers to the questions.

## 3 Complete the questions to Carly.

- 1 'Which university do you go to?'  
'I don't go to a university. I study at home.'
- 2 'Do you have a job?'  
'Yes, I do. A part-time job.'
- 3 'What are you doing at the moment?'  
'I'm writing an essay.'
- 4 'When did you come to England?'  
'Fifteen years ago.'
- 5 'What your husband name?'  
'Dave.'
- 6 'What does your husband do?'  
'He's an architect.'



## GRAMMAR SPOT

- 1 Find examples of present, past, and future tenses in the texts about Maurizio and Carly.
- 2 Which tenses are the two verb forms in these sentences?  
What is the difference between them?  
He lives with his parents.  
She's living with an English family for a month.
- 3 Match the question words and answers.

What ... ?	Because I wanted to.
Who ... ?	Last night.
Where ... ?	\$5.
When ... ?	A sandwich.
Why ... ?	By bus.
How many ... ?	In New York.
How much ... ?	Jack.
How ... ?	The black one.
Whose ... ?	It's mine.
Which ... ?	Four.

▶▶ Grammar Reference 1.1 and 1.2 p129





## PRACTICE

### Talking about you

1 Ask and answer questions with a partner.

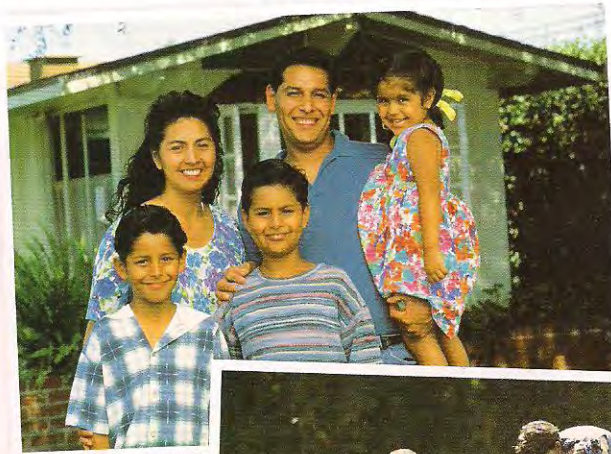
- Where ... live? *do you*
- ... have any brothers or sisters? *do you*
- What ... like doing at the weekend? *do you*
- Where ... go for your last holiday? *did you*

Make more questions. Use some of the question words in the Grammar Spot on p7. Ask your teacher some of the questions.

2 In groups, ask and answer the questions.

- Do you like listening to music? *no*
- What sort of music do you like?
- What are you wearing? *jeans and t-shirt*
- What is your teacher wearing? *scarf and t-shirt*
- What did you do last night? *sleepin*
- What are you doing tonight?

3 Write a paragraph about you. Use the text about Maurizio to help you.



### Getting information

4 Your teacher will give you some information about Joy Darling, a postwoman. You don't have the same information. Ask and answer questions.

#### Student A

Joy Darling started working as a postwoman ... (When?). She drives a van because she delivers letters to a lot of small villages.

When did she start working as a postwoman?

Because she delivers letters to a lot of small villages.

#### Student B

Joy Darling started working as a postwoman thirty years ago, when she was 22. She drives a van because ... (Why?).

Thirty years ago.

Why does she drive a van?

### Check it

5 Choose the correct verb form.

- 1 Hassan comes / is coming from Syria.
- 2 He speaks / is speaking Arabic and French.
- 3 Today Tom wears / is wearing jeans and a T-shirt.
- 4 Are you liking / Do you like black coffee?
- 5 Last year she went / goes on holiday to Florida.
- 6 Next year she studies / is going to study at university.





# VOCABULARY

## Using a bilingual dictionary

1 Look at this extract from a French/English bilingual dictionary.

Information in brackets (...) helps you to find the right translation.

The part of speech (n. = noun)

The translation

The pronunciation in phonetic symbols

Nouns and verbs are in the same entry.

**book** /buk/ n. livre m. (of tickets, etc) carnet m. ~s (comm.) comptes m. pl. v.t. (reserve) retenir; (write down) inscrire. ~v.i. retenir des places. ~able a. qu'on peut retenir. (fully) ~ed. complet. ~ing office, guichet m.

**bookcase** /'bokkeɪs/ n. bibliothèque f.  
**bookseller** /'bukseɪlə(r)/ n. libraire m./f.  
**bookshop** /'bukʃɒp/ n. librairie f.  
**bookstall** /'bukstɔ:l/ n. kiosque (à journaux) m.

~ means repeat the headword, so this word is **booking**.

Other words made with **book** come afterwards.

2 What are these words? Write noun, verb, adjective, adverb, preposition, or past tense.

bread <u>n</u>	beautiful <u>adj</u>	on <u>pre</u>
hot <u>adj</u>	in <u>pre</u>	came <u>v</u>
write <u>v</u>	never <u>adv</u>	eat <u>v</u>
quickly <u>adv</u>	went <u>v</u>	letter <u>n</u>

3 These words have more than one meaning. Write two sentences that show different meanings. Use a dictionary.

	Sentence 1	Sentence 2
book	I'm reading a good book.	I booked a room at a hotel.
kind	What kind of cake do you like?	She is kind.
can	Can I help you?	I'm drinking a can of Pipsi.
mean	What do you mean?	You are mean.
flat	I wear a flat shoe.	He lives in flat (4).
play	I love playing football.	She plays piano easily.
train	I come by train.	She is a good trainee.
ring	Can you ring the bell?	I bought a nice ring.

T 1.3 Listen to some sample answers.

4 What are the everyday objects in the pictures? Look around the room you are in. Find five things you don't know the words for in English. Look them up in a dictionary.



calculator



comb



Gum



scissors



tissue



note book

cell phone



## READING

### Communication

التواصل

- 1 How many different ways can people communicate?



- 2 Your teacher will give you some ideas to communicate, but you can't use words! Mime to your partner, and your partner has to guess what they are.
- 3 Read the text quickly and match the headings to the paragraphs.

### A HISTORY OF COMMUNICATION

#### HOW WE COMMUNICATE

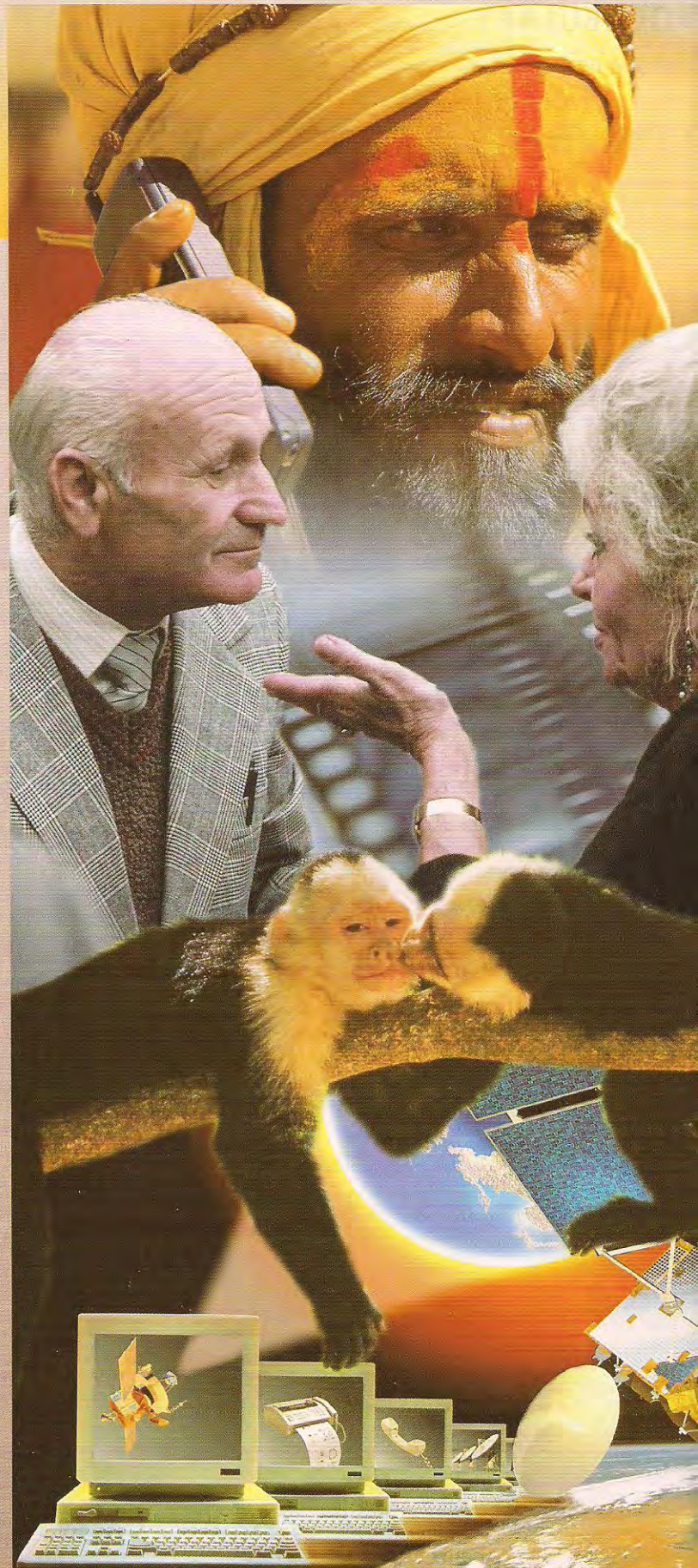
#### COMMUNICATION TODAY

#### DIFFERENCES BETWEEN PEOPLE AND ANIMALS

- 4 Match the pictures on p11 to each of the four ancient societies in paragraph three.
- 5 Read the text again and answer the questions.
  - 1 Which animals are mentioned? What can they do?
  - 2 What is special about human communication? What can we do?
  - 3 Which four forms of media are mentioned in the last paragraph?
  - 4 What is good and bad about information technology today?

#### What do you think?

- What can animals do that people can't?
- How do you like to communicate?
- What is happening in information technology now?





# PEOPLE

## the great communicators

### 2 How we communicate

We can communicate with other people in many different ways. We can talk and write, and we can send messages with our hands and faces. There is also the phone (including the mobile for chatting and text messaging), the fax, and e-mail. Television, film, painting, and photography can also communicate ideas.

### 4 Differences be

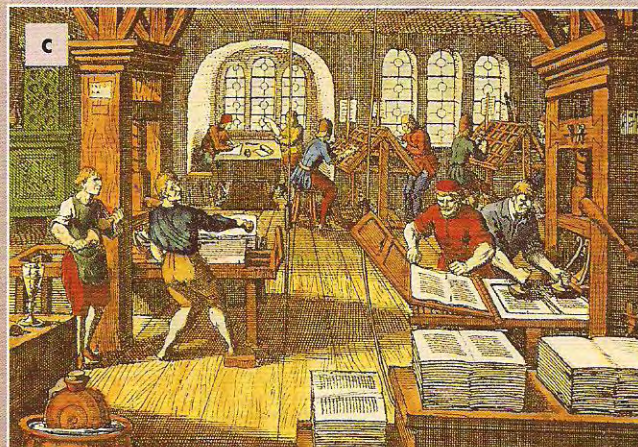
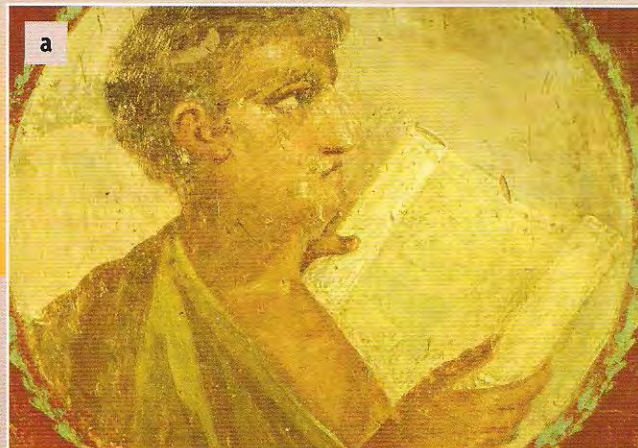
Animals have ways of exchanging information, too. Bees dance and tell other bees where to find food. Elephants make sounds that humans can't hear. Whales sing songs. Monkeys use their faces to show anger and love. But this is nothing compared to what people can do. We have language – about 6000 languages, in fact. We can write poetry, tell jokes, make promises, explain, persuade, tell the truth, or tell lies. And we have a sense of past and future, not just present.

Communication technologies were very important in the development of all the great ancient societies:

- Around 2900 BC, paper and hieroglyphics transformed Egyptian life.
- The ancient Greeks loved the spoken word. They were very good at public speaking, drama, and philosophy.
- The Romans developed a unique system of government that depended on the Roman alphabet.
- In the 14th century, the printing press helped develop new ways of thinking across Europe.

### 3

Radio, film, and television have had a huge influence on society in the last hundred years. And now we have the Internet, which is infinite. But what is this doing to us? We can give and get a lot of information very quickly. But there is so much information that it is difficult to know what is important and what isn't. Modern media is changing our world every minute of every day.





## LISTENING AND SPEAKING

### Neighbours

1 Who are your ideal neighbours? Complete the questionnaire on the right, then discuss your answers with a partner.

2 'Good walls make good neighbours'.  
What does this mean? Do you agree?

3 You will hear Mrs Snell and her new neighbour, Steve, talking about each other.

Work in two groups.

**T 1.4 Group A** Listen to Mrs Snell.

**T 1.5 Group B** Listen to Steve.

4 Answer the questions.

- When did Steve move into his new flat? *a few weeks*
- Is it a large flat? *no, it is not*
- What's his job? Is it a good job?
- Does he work long hours? *yes, he does*
- What does he wear for work? *jeans and T-shirt*
- Who is staying with Steve at the moment? *friend*
- What time did Steve turn off the music? *at 11 in the evening*
- What is Steve doing tonight?
- Why doesn't Mrs Snell want to speak to Steve? *because he is noisy*

Compare your answers with a partner from the other group. What are the differences?

### Roleplay

Work in groups of three.

**Student A** You are Steve.

**Student B** You are Mrs Snell.

**Student C** You are another neighbour. You have invited them to your flat for coffee.

Continue the conversation below. Talk about these things.

- Steve's job
- Steve's brother
- the music

**Neighbour** Do you two know each other?

**Steve** Well, we met a few days ago.

**Mrs Snell** But we didn't introduce ourselves. I'm Mrs Snell.

**Steve** Pleased to meet you.

**Neighbour** Steve works in advertising, you know ...

### What do you think?

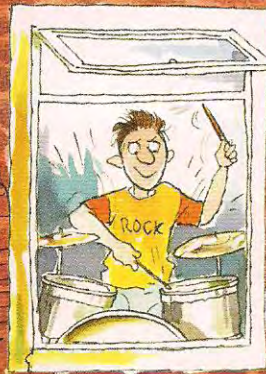
- What do you understand by the words 'generation gap'?
- Write down three things that young people think about older people and three things that older people think about young people. In groups, compare ideas.

## QUESTIONNAIRE



### My ideal neighbours are people who ...

	Yes	No
... say hello when I see them.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
... I never see.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
... are very quiet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
... often come round for a cup of coffee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
... come round to borrow things.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
... make themselves at home in my house.	<input type="checkbox"/>	<input checked="" type="checkbox"/>





# EVERYDAY ENGLISH

## Social expressions 1

1 We use certain expressions in different social situations.

*I'm sorry I'm late!*

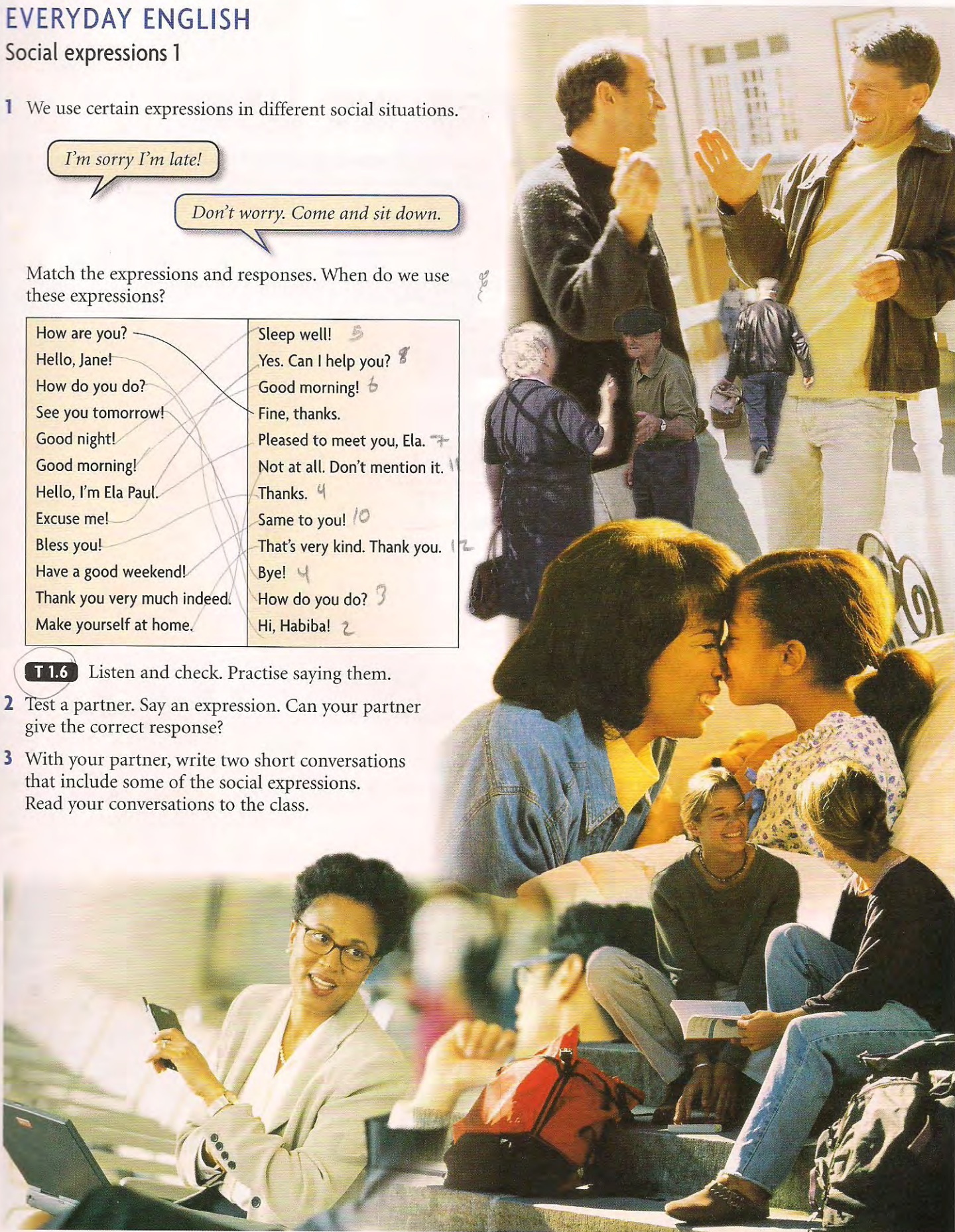
*Don't worry. Come and sit down.*

Match the expressions and responses. When do we use these expressions?

How are you?	Sleep well! 5
Hello, Jane!	Yes. Can I help you? 8
How do you do?	Good morning! 6
See you tomorrow!	Fine, thanks.
Good night!	Pleased to meet you, Ela. 7
Good morning!	Not at all. Don't mention it. 11
Hello, I'm Ela Paul.	Thanks. 4
Excuse me!	Same to you! 10
Bless you!	That's very kind. Thank you. 12
Have a good weekend!	Bye! 9
Thank you very much indeed.	How do you do? 3
Make yourself at home.	Hi, Habiba! 2

**T 1.6** Listen and check. Practise saying them.

- 2 Test a partner. Say an expression. Can your partner give the correct response?
- 3 With your partner, write two short conversations that include some of the social expressions. Read your conversations to the class.







# 2

## The way we live

Present tenses • *have/have got* • Collocation – daily life • Making conversation

### STARTER



These flags all belong to English-speaking countries. Unscramble the names of the countries.



1 ratliasau



2 wen dazenal



3 thuos facari



4 toscandl



5 het tunied sesatt



6 danaca

### PEOPLE AND PLACES

Present tenses and *have/have got*

- 1 Read the texts. Match a country from the Starter with a text and a photograph. Complete the texts with the words from the boxes.

a ☐ exports enjoy immigrants huge

This country has quite a small population, just 16 million, but the country is \_\_\_\_\_. The people are mainly of European descent, but there are also aborigines and a lot of south-east Asian \_\_\_\_\_. People live in towns on the coast, not so much inland, because it is so hot. They live a lot of their lives outdoors, and \_\_\_\_\_ sports, swimming, and having barbecues. This country \_\_\_\_\_ wool – it has more than 60 million sheep!

b ☐ favourite variety has only

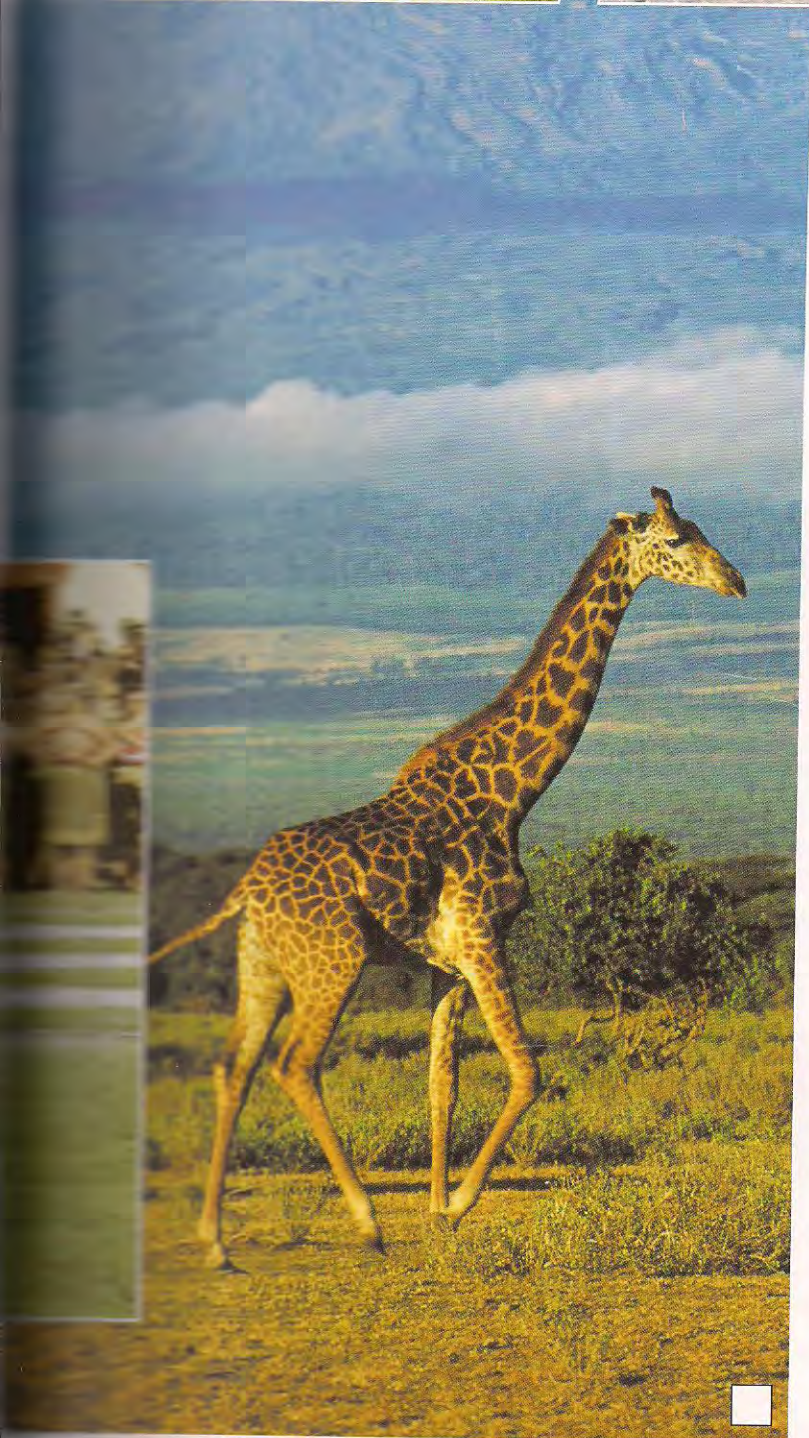
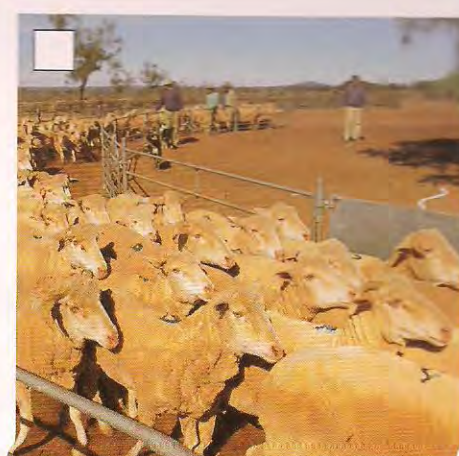
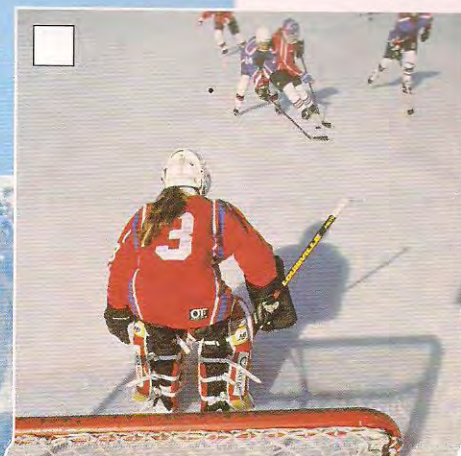
This is the second biggest country in the world, but it has a population of \_\_\_\_\_ 30 million. It is so big that there is a \_\_\_\_\_ of climates. Most people live in the south because the north is too cold. It is famous for its beautiful mountains and lakes – it \_\_\_\_\_ more lakes than any other country. Their \_\_\_\_\_ sports are baseball and ice hockey.

c ☐ elephants grows black climate

This country has a population of about 45 million. Of these, 76 per cent are \_\_\_\_\_ and 12 per cent white. It has a warm \_\_\_\_\_. Either it never rains, or it rains a lot! It is the world's biggest producer of gold, and it exports diamonds, too. It \_\_\_\_\_ a lot of fruit, including oranges, pears, and grapes. In the game reserves you can see a lot of wildlife, including lions, \_\_\_\_\_, zebras, and giraffes.







- 2 **T 2.1** Listen to three people describing the other countries. Match a country from the Starter with a description and a photograph.

d ☐ e ☐ f ☐

- 3 Close your books. Remember three facts about each country.

### GRAMMAR SPOT

- 1 What tense are all the verb forms in texts a–c? Why?
- 2 Look at the sentences. Which refers to *all time*? Which refers to *now*?  
 She has three children.  
 She's having a shower.
- 3 Is *have* or *have got* used in texts a–c? And in d and e?  
 Is *have got* more formal or informal?

▶▶ Grammar Reference 2.1–2.4 p130

- 4 Give some similar facts about your country.



# PRACTICE

## Talking about you

1 Practise the forms of *have* and *have got* in the question, negative, and short answer.

Do you have a car?

Yes, I do.

No, I don't.

Have you got a car?

Yes, I have.

No, I haven't.

I don't have a computer.

I haven't got a computer.

**T 2.2** Listen and repeat.

2 Ask and answer about these things with a partner, using *have* or *have got*:

- a computer
- a credit card
- brothers and sisters
- a stereo
- an iPod
- your parents/a holiday home
- a camera
- a mobile phone
- your sister/a car
- a bicycle
- a pet
- your brother/a motorbike

## Getting information

3 Work with a partner.

**Student A** Look at this chart.

**Student B** Look at the chart from your teacher.

Name and age	City and country	Family	Occupation	Free time/holiday	Present activity
Mohamed, 26					
Sarah, 38					
Nicole, 15	New York, the United States	two brothers	student at high school	<ul style="list-style-type: none"> <li>listens to music</li> <li>Florida or Mexico</li> </ul>	getting ready to go out
Jeff, 54, and Wendy, 53	Melbourne, Australia	one daughter and three grandchildren	He ... office. She ... hairdresser.	<ul style="list-style-type: none"> <li>tennis, swimming</li> <li>Bali every summer</li> </ul>	having a barbecue in the back yard

Write questions to find the information about the people in your chart.

**City/country**

• Where does he ... from?

**Family**

- ... married?
- Has he got ...?
- Does she have ...?
- How many ...?

**Occupation**

• What ... do?

**Free time/holiday**

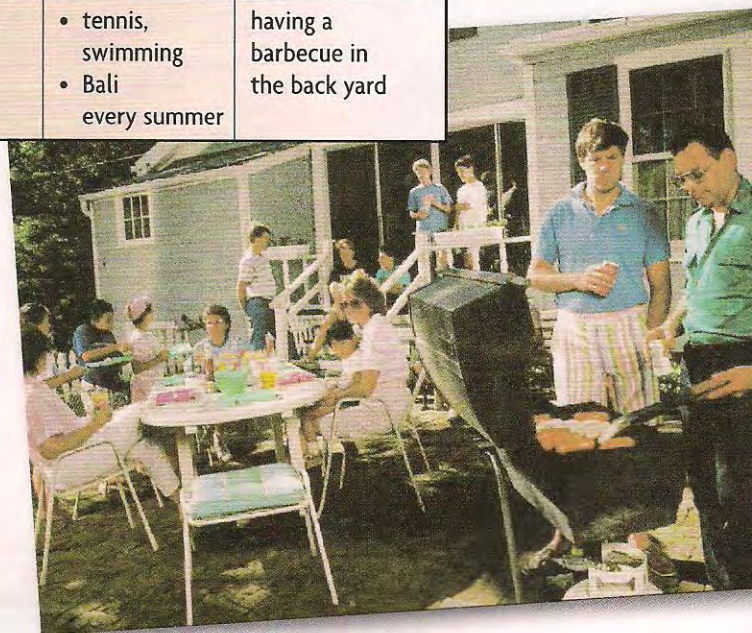
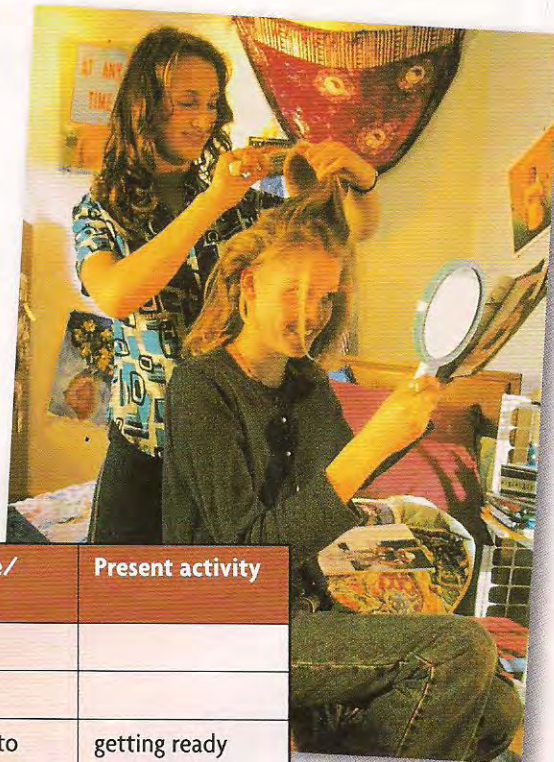
- What does she ... in her free time?
- Where ... go on holiday?

**Present activity**

• What ... doing at the moment?

**T 2.3** Listen and compare.

4 Ask and answer questions with your partner to complete your chart.





5 Think of questions to ask about free time and holiday activities.

- What do you do in your free time?
- What do ... at the weekend?
- ... any sports?
- Do you like ... ?
- Where ... holiday?
- Do ... winter holiday?

Stand up! Ask two or three students your questions. Use short answers when necessary. Find out who has the most hobbies and holidays.

*Do you like skiing?*

*No, I don't.*

## Check it

6 Tick (✓) the correct sentence.

- ☐ Where you go on holiday?  
☐ Where do you go on holiday?
- ☐ Do you have any children?  
☐ Do you have got any children?
- ☐ I'm Hans. I'm coming from Germany.  
☐ I'm Hans. I come from Germany.
- ☐ This is a great picnic! Everyone is smiling.  
☐ This is a great picnic! Everyone smiles.
- ☐ I don't have a mobile phone.  
☐ I no have a mobile phone.
- ☐ Jack's a policeman, but he doesn't wear a uniform.  
☐ Jack's a policeman, but he no wear a uniform.
- ☐ 'Where is Haleh?' 'She's sitting by the window.'  
☐ 'Where is Haleh?' 'She sits by the window.'
- ☐ I'm liking black coffee.  
☐ I like black coffee.

## VOCABULARY

### Daily life

1 Match the verbs and nouns.

have	a film on TV
wash	to my friends
watch	my hair
talk	breakfast

make	to music
listen	my homework
relax	a cup of tea
do	on the sofa

have	posters on the wall
clear up	the mess
do	a shower
have/put	the washing-up

cook	magazines
send	a meal
put on	make-up
read	emails

**T 2.4** Listen and check.

2 Match the activities from exercise 1 with the correct room.

#### Kitchen

---

---

---

---

#### Bathroom

---

---

---

---

#### Living room

---

---

---

---

#### Bedroom

---

---

---

---

3 Do you like where you live? Choose your favourite room. What do you do in that room?



*I like my bedroom a lot because I've got lots of posters on the walls. I listen to music and do my homework ...*

*I like my living room. The walls are white, and I love the big, comfortable sofa ...*

4 Describe your favourite room to a partner. Don't say which room it is. Can your partner guess?



## READING AND SPEAKING

### Living in the USA

- 1 Close your eyes and think of the United States. Write down the first five things you think of.

*The Empire State Building*  
*Cheeseburger and fries*

Compare your list with other students.

- 2 Read the introduction to the magazine article. Then work in three groups.

**Group A** Read about Aziz.

**Group B** Read about Endre.

**Group C** Read about Yuet Tung.

- 3 Answer the questions.

- 1 Why and when did he/she come to the US?
- 2 What does he/she do?
- 3 What does he/she like about living in the US?
- 4 What was difficult at the beginning?

- 4 Find a partner from each of the other two groups. Compare the three people.

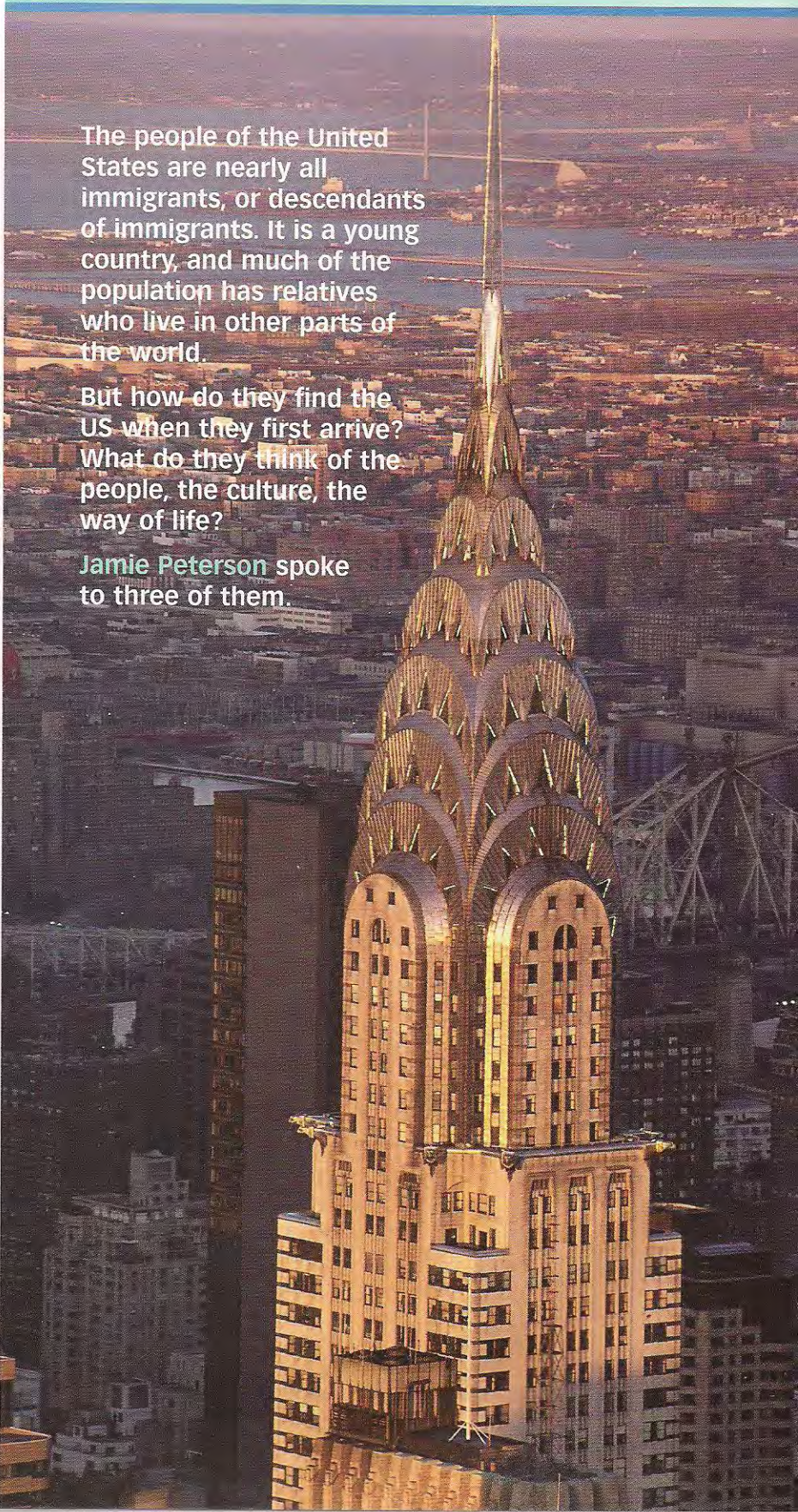
- 5 Answer the questions with your group.

- 1 What do the people have in common?
- 2 Are they all happy living in the US?
- 3 Who has other members of their family living there?
- 4 Do they all have children?
- 5 Who married someone from their own country?
- 6 What do Aziz and Endre like about the US?
- 7 What do they say about their own country?
- 8 Do they like the people?
- 9 What do they say about Americans and their cars?

#### What do you think?

- What do you like best about living in your country? What would you miss if you lived abroad?
- Do you know any foreigners living in your country? What do they like about it? What do they find different?

# LIVING IN



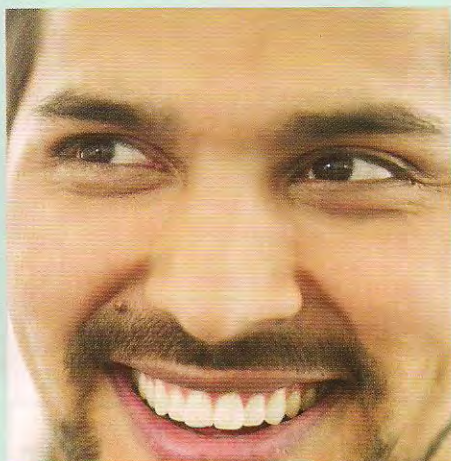
The people of the United States are nearly all immigrants, or descendants of immigrants. It is a young country, and much of the population has relatives who live in other parts of the world.

But how do they find the US when they first arrive? What do they think of the people, the culture, the way of life?

Jamie Peterson spoke to three of them.



# THE USA



**Aziz Tounsi**  
aged 24, from Tunisia

**Aziz** came from Tunis to New York ten years ago. He wanted to study English here. At first he missed everything – the sunshine, the food, his family. But now he has a successful business with his three brothers and his wife. They run a sports store in New Brunswick. Aziz's wife is also Tunisian, and they have two children who go to American schools.

When asked about the future, Aziz says without hesitation, 'I want to work hard and be successful.' He certainly works hard. He's at the store all day, then works as a driver in the evening. 'I like living here,' he says. 'You can be what you want.'

'When I first came here, I didn't speak the language, and it was winter. It was so cold! There was snow! Now nearly all my family are here, not only in New York, but also in California, and in Texas. We meet about once a month and have a huge Tunisian family meal! We're all happy here.'



**Endre Boros**  
aged 45, from Hungary

**Endre** is a mathematician at Rutgers University, New Jersey. He came from Budapest thirteen years ago. 'I had an opportunity to come here for two years.' After a year, his wife came to join him, and since then they've had a daughter, so they decided to stay.

'At first it was very strange. Everything is so big here,' he says. 'I started to feel happy when I bought a car. Now I go everywhere by car. In Hungary, we only use the car at weekends, but here your car is part of your life. Nobody walks anywhere.'

How does he find the people? 'Very friendly. The first question everybody asks you is "Where are you from?" People talk to you here, they start conversations. I like the fact that there are people from all over the world.'

What about the way of life? 'The thing I like best is the independence. Nobody tells me what to do. Here you can do what you want, so you learn to make decisions for yourself. I feel in control.'



**Yuet Tung**  
aged 31, from Hong Kong

**Yuet Tung** is her Chinese name, but in English she's known as Clara. She came to the US eight years ago and studied fine art. Now she works on Madison Avenue for a publisher. She married a Vietnamese American three years ago, and they live in Long Island. They don't have any children yet.

What does she think of living in New York? 'It's very similar to Hong Kong. It's a busy city, very exciting, and people walk very fast! I like the stores here. They're huge, and it's cheaper than Hong Kong. But you need a car here. In Hong Kong everyone uses public transportation, because it's good and it's cheap. At first I hated driving here, but it's OK now.'

What does she like best? 'The space. Here I live in a house with a yard. In Hong Kong it is so crowded. And the people are friendly. When I go jogging, everyone says "Hi!" And the food is from every country in the world.'



## LISTENING AND SPEAKING

### You drive me mad (but I love you)!

1 Complete these sentences about the people in your life. Tell a partner.

- My mother/father drives me mad when she/he ...
- I don't like people who ...
- I hate it when my brother/sister ...
- It really annoys me when friends ...

2 Choose one person in your life. What annoying habits does he/she have?

Does he/she ...?

- always arrive late
- talk too loudly
- leave things on the floor

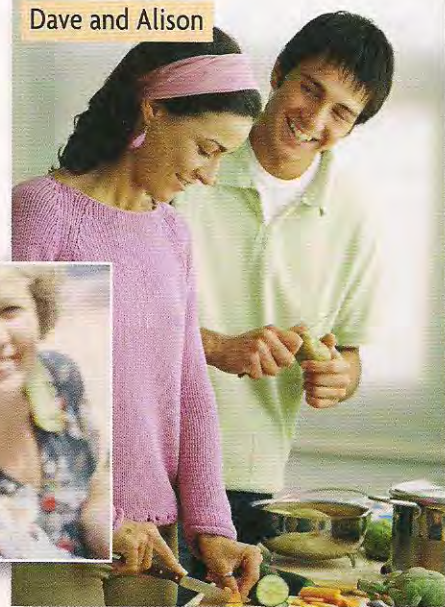
Is he/she ...?

- untidy
- always on the phone
- never on time

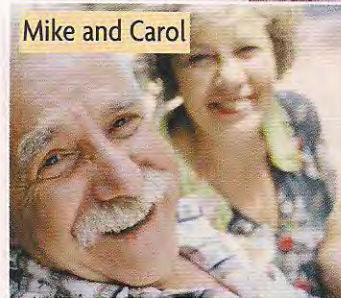
What annoying habits do *you* have? Discuss with your partner.

3 You are going to listen to a radio programme called *Home Truths*. Two couples, Carol and Mike, and Dave and Alison, talk about their partner's annoying habits. Look at the pictures below. What are their annoying habits?

Dave and Alison



Mike and Carol



**T 2.5** Listen and write the correct names under each picture below.



4 Are these sentences true (✓) or false (X)? Correct the false sentences.

- |  |                                     |
|--|-------------------------------------|
| 1 Carol and Mike never watch television.           | 5 Dave never does any jobs at home. |
| 2 Mike doesn't listen when his wife speaks to him. | 6 Dave is bad at his job.           |
| 3 Carol makes the decisions in their house.        | 7 Alison tidies up Dave's mess.     |
| 4 Mike shouts at his wife when she's driving.      | 8 Alison is very organized.         |

### What do you think?

1 Do men or women typically complain about their partners doing these things?

- watching sport on TV
- driving badly
- taking a long time to get ready
- not tidying things away

2 What do you think men are generally better at? What are women better at?



## EVERYDAY ENGLISH

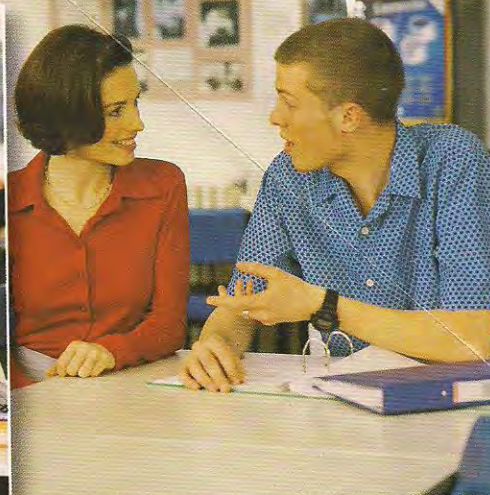
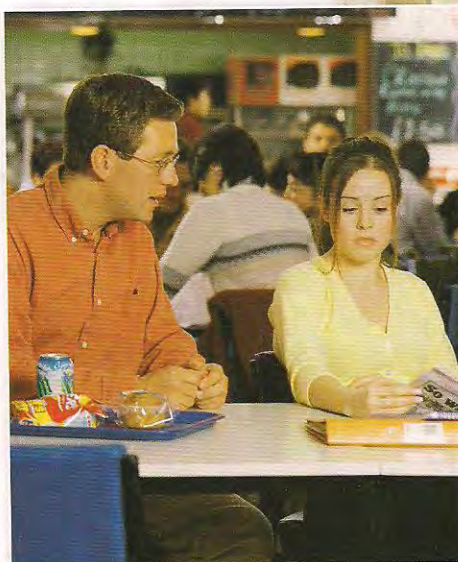
### Making conversation

**1 T 2.6** Listen to two conversations. Maria and Jean-Paul are foreign students in Britain. Their teachers, James and Sylvia, are trying to be friendly. Which conversation is more successful? Why?

**2** Obviously, it is impossible to tell someone how to have a conversation, but here are some things that help.

- Ask questions.
- Show that you're interested.
- Don't just answer *yes* or *no*.
- Try to add a comment of your own.
- Don't let the conversation stop.

Find examples of these in Jean-Paul and Sylvia's conversation on p119.



**3 T 2.6** Listen again to Jean-Paul and Sylvia's conversation, paying special attention to the stress and intonation. Practise the conversation with a partner.

**4** Match a line in **A** with a reply in **B** and a further comment in **C**.

A	B	C
1 What a lovely day it is today!	I'm enjoying it.	Was it a good game?
2 It's very wet today.	Yes, no problems.	That's very kind of you.
3 How are you today?	I'm very well, thanks.	Where did you find it?
4 Did you have a nice weekend?	No, I missed it.	We had lunch and went for a walk.
5 How do you find living in London?	Thank you.	The plane was a bit late, but it didn't matter.
6 Did you have a good journey?	Thank you very much.	Makes you feel miserable, doesn't it?
7 Did you watch the football yesterday?	Yes.	I got it in Paris last year.
8 What a lovely jacket you're wearing!	Yes, it was lovely.	How about you?
9 If you have any problems, just ask me for help.	Yes, it is. Thank you.	It was a bit strange at first, but I'm getting used to it.
10 Excuse me. Is this your scarf?	Mm. Horrible.	Beautiful, isn't it?

**T 2.7** Listen and check. Practise the conversations with a partner. Remember to use good stress and intonation.

**5** Think of three questions to ask a partner about each of these subjects.

- last weekend
- something they are wearing
- learning English

Now have a conversation with your partner. Ask your questions.

Try to sound interested in the replies and keep the conversation going.





# 3

## It all went wrong

Past tenses • Word formation • Time expressions

### STARTER



Here are the past tense forms of some irregular verbs. Write the infinitives.

1 were-be were

4 tell told

7 take took

10 can could

2 see saw

5 say said

8 give gave

11 make made

3 go went

6 have had

9 get got

12 do did

\* after (do-does-did) the verb  
(infinitive)

### THE BURGLARS' FRIEND

Past Simple

1 T 3.1 Read and listen to the newspaper article. Why was Russell the burglars' friend?

come to your house

## The burglars' friend

IT was 3 o'clock in the morning when four-year-old Russell Brown woke up to go to the toilet.

His parents were fast asleep in bed. But when he heard a noise in the living room and saw a light was on, he went downstairs.

There he found two men. They asked him his name, and told him they were friends of the family.

Unfortunately, Russell believed them. They asked him where the video recorder

### His parents were fast asleep in bed

was. Russell showed them, and said they had a stereo and CD player, too.

The two men carried these to the kitchen. Russell also told them that his mother kept her purse in a drawer in the kitchen, so they took that. Russell even gave them his pocket money - 50p.

They finally left at 4 a.m.

They said, 'Will you open the back door while we take these things to the car, because we don't want to wake Mummy and Daddy, do we?' So Russell held the door open for them. He then went back to bed.

His parents didn't know about the burglary until they got up the next day. His father said, 'I couldn't be angry with Russell because he thought he was doing the right thing.'

Fortunately, the police caught the two burglars last week.

سورة  
الخط



- 2 Write the past forms of these irregular verbs from the article.

wake	<u>woke</u>	leave	<u>left</u>
hear	<u>heard</u>	hold	<u>held</u>
find	<u>found</u>	think	<u>thought</u>
keep	<u>kept</u>	catch	<u>caught</u>

- 3 **T 3.2** You will hear some sentences about the story. Correct the mistakes.

Russell woke up at 2 o'clock.

*He didn't wake up at 2.00! He woke up at 3.00.*

- 4 Write the questions to these answers.

1 Because he wanted to go to the toilet.

*Why did he wake up?*

2 They were in bed.

*Where were his parents?*

3 Because he heard a noise and saw a light on.

*Why did he go to down stairs?*

4 Two.

*How many men were there?*

5 They told him they were friends of the family.

*What did they tell him?*

6 In a drawer in the kitchen.

*Where did his mother keep her pearls?*

7 50p.

*How much money did Russel have?*

8 At 4 a.m.

*When did they leave?*

9 The next day. (When... find out about...?)

10 Last week. *When did the policeman catch him?*

## GRAMMAR SPOT

- 1 What tense are nearly all the verbs in the article? Why? How do we form the question and negative?

- 2 Write the Past Simple of these verbs.

a ask	<u>asked</u>	c like	<u>liked</u>
show	<u>showed</u>	believe	<u>believed</u>
want	<u>wanted</u>	use	<u>used</u>
walk	<u>walked</u>	d stop	<u>stopped</u>
start	<u>started</u>	plan	<u>planned</u>
b try	<u>tried</u>		
carry	<u>carried</u>		

- T 3.3** Listen and repeat.

- 3 How is the regular past tense formed?

How is the past tense formed when the verb ends in a consonant + y?

When do we double the final consonant?

**There is a list of irregular verbs on p143.**

**Grammar Reference 3.1 p131**

## PRACTICE

### Making connections

- 1 Match the verb phrases. Then make sentences using both verbs in the past. Join the sentences with *so*, *because*, *and*, or *but*.

*I broke a cup, but I mended it with glue.*

break a cup	answer it
feel ill	mend it ①
make a sandwich	wash my hair
have a shower	laugh
lose my passport	be hungry ③
call the police	go to bed ②
run out of coffee	buy some more
forget her birthday	find it
phone ring	say sorry
tell a joke	hear a strange noise

- T 3.4** Listen and compare your answers.

### Talking about you

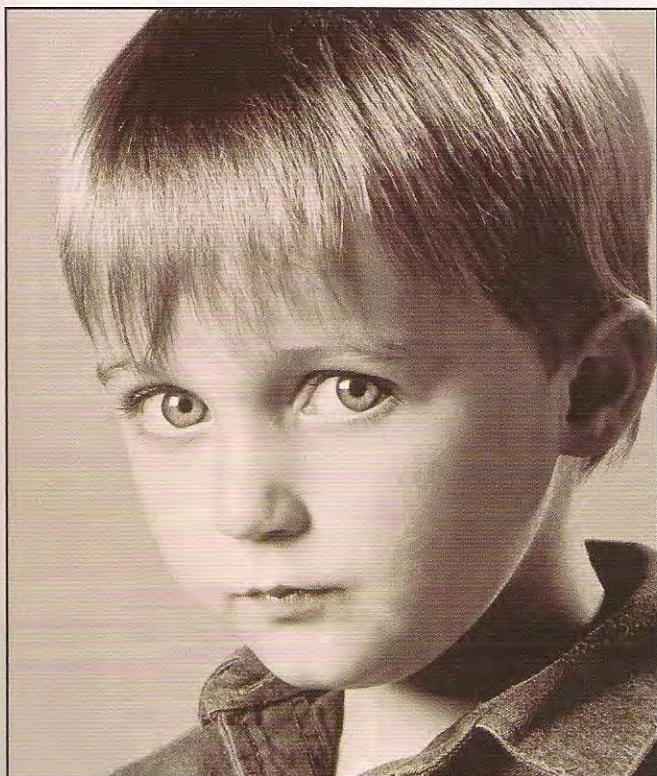
- 2 Ask and answer these questions with a partner. Make more questions, using the Past Simple.

What did you do...?

- last night
- last weekend
- on your last birthday
- on your last holiday

*I watched TV.*

*I went swimming.*



Russell, 4, made thieves feel at home



## PARTNERS IN CRIME

### Past Simple and Continuous

- 1 Check the meaning of these verbs. What are the past forms? Which two are regular?

fill	steal	hide	throw
think	destroy	take	cut

- 2 Read the newspaper story and write the past forms of the verbs in exercise 1 in the gaps 1-8.

- 3 Answer the questions.

- What did Pierre Duboulay steal?
- Was his mother also a thief?
- Where are they now?

- 4 Put these lines into the story (...).
- where he **was living** with his mother
  - while he **was working** as a lorry driver
  - just as they **were closing**
  - while they **were having** supper
  - because he **was wearing** a security guard's uniform

**T 3.5** Listen and check.

### GRAMMAR AND PRONUNCIATION

- 1 What tense are the verb forms in exercise 4?

Why are they used?

Notice the pronunciation of *was/were*.

/hi: wəz wɜ:kɪŋ/      /hi: wəz livɪŋ/

/ðeɪ wə kleʊzɪŋ/      /ðeɪ wə hævɪŋ/

**T 3.6** Listen and repeat.

- 2 How do you form the question and negative of these sentences?

*He was working.*

*They were having supper.*

- 3 Look at these sentences. What's the difference between them?

*When they arrived, she made some coffee.*

*When they arrived, she was making some coffee.*

▶▶ Grammar Reference 3.2 and 3.3 p132

- 5 Take turns to read aloud the story of Pierre and his mother.

Unit 3 • It all went wrong

pas simple ← when + past simple

pas simple ← while + past con.

pas simple ← was/were + verb + ing

pas simple ← apost continuous.

# The thief, his mother, and \$2 billion



Duboulay leaving court

**PIERRE DUBOULAY**, 33, from Alsace, in France, is the greatest art thief in Europe. Between 1995 and 2004, (b.), he (1) stole 239 paintings from museums in France, Austria and Denmark. He went into the museums (c.) and (2) hid the paintings under his coat. Nobody looked at him (e.).

Back in his apartment, (a.), he (3) hid his bedroom with priceless works of art. His mother, Sylvie, 53, (4) thought all the paintings were copies. One day (d.), the police arrived, and they (5) took Pierre to the police station. Sylvie was so angry with her son that she went to his room, took some paintings from the walls, and (6) cut them into small pieces. Others she took and (7) threw into the river. Altogether she (8) destroyed art worth two billion dollars!

Both mother and son are now in prison for many years.



Madeleine of France by Corneille de Lyon



Cheating Benefits its Master by Peter Breugel





## PRACTICE

### Discussing grammar

#### 1 Choose the correct verb form.

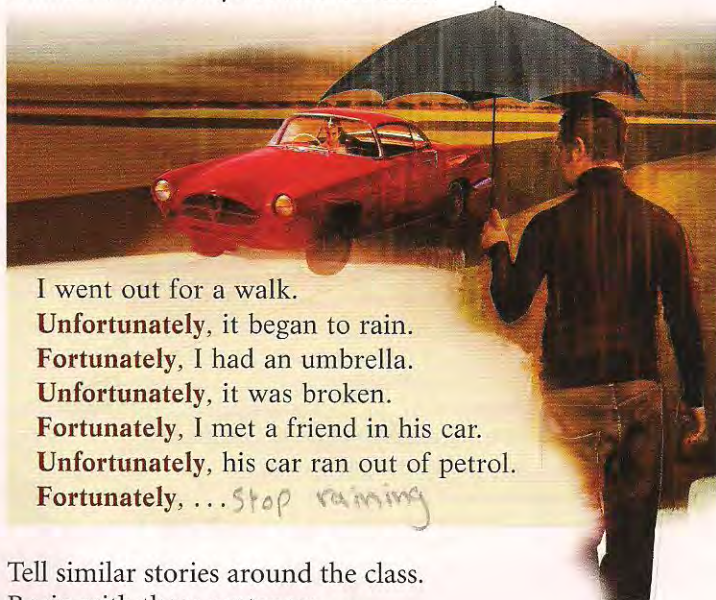
- 1 I saw / was seeing a very good programme on TV last night.
- 2 While I shopped / was shopping this morning, I lost / was losing my money. I don't know how.
- 3 Last week the police stopped / were stopping Alan in his car because he drove / was driving at over eighty miles an hour.
- 4 How did you cut / were you cutting your finger?
- 5 I cooked / was cooking and I dropped / was dropping the knife.
- 6 When I arrived / was arriving at the picnic, everyone had / was having a good time.

#### 2 Complete the sentences with the verbs in the Past Simple or Past Continuous.

- 1 While I going (go) to work this morning, I met (meet) an old friend.
- 2 I \_\_\_\_\_ (not want) to get up this morning. It \_\_\_\_\_ (rain) and it was cold, and my bed was so warm.
- 3 I \_\_\_\_\_ (listen) to the news on the radio when the phone \_\_\_\_\_ (ring).
- 4 But when I picked (pick) up the phone, there was no one there.
- 5 I said (say) hello to the children, but they didn't say anything because they watching (watch) television.

### fortunately/unfortunately

#### 3 Continue this story around the class.



I went out for a walk.

**Unfortunately**, it began to rain.

**Fortunately**, I had an umbrella.

**Unfortunately**, it was broken.

**Fortunately**, I met a friend in his car.

**Unfortunately**, his car ran out of petrol.

**Fortunately**, ... stop raining

#### 4 Tell similar stories around the class.

Begin with these sentences.

- I lost my wallet yesterday.
- It was my birthday last week.
- We went out for a meal last night.
- There was a really good film on TV last night.

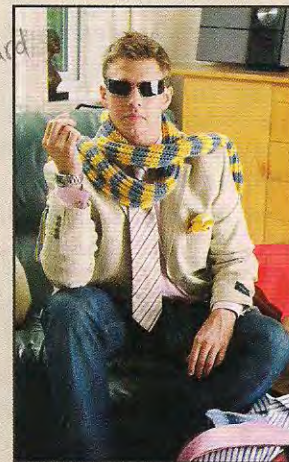
### Exchanging information

- 5 Look at the photo and read the newspaper headline. Who is the boy? What is a 'spending spree'?

## Teenager goes on spending spree with brother's credit card

Teenager Hugo Fenton-

Jones stole his elder brother Peter's credit card (What?) while Peter was working on his computer. He then flew to Paris (Where?) and stayed at the Ritz Hotel. His room cost £ 800 a night (How much?). Next he took a taxi to the Champs-Élysées. While he was shopping, he bought expensive clothes (What?).



Back at the hotel,

Hugo phoned his friends and invited them to join him in Paris. They were having lunch in a restaurant (Where?) when Peter phoned.

He was furious with his brother and ordered him to return home immediately.

Hugo flew back early next morning (When?). When he arrived at London airport, his brother and his father were waiting for him. 'They aren't speaking to me at the moment,' said Hugo yesterday. 'They're too angry.'

#### 6 Work in pairs.

**Student A** Read the article on this page.

**Student B** Read the article your teacher will give you.

You do not have the same information. Ask and answer questions to complete the information about the teenager.

**A**

What did Hugo Fenton-Jones steal?

He was working on his computer.

**B**

He stole his brother's credit card.

What was his brother doing?

#### 7 Read aloud the completed article with your partner.



## READING AND LISTENING

### Sherlock Holmes

1 Sherlock Holmes is a very famous character in literature. Underline what you think is the correct answer to these questions.

- 1 Sherlock Holmes was a doctor/scientist/detective.
- 2 He was American/English/Scottish.
- 3 He lived in Chicago/London/Edinburgh.
- 4 Stories about him first appeared in the 19th/20th/21st century.

2 You are going to read a Sherlock Holmes story called *The Three Students*. Look at the picture and headings. What can you guess about the story?

3 Read Part 1 and answer the questions.

- 1 Who are the people in the picture?
- 2 Where was Sherlock Holmes staying? *In Ireland*
- 3 What did Mr Weaver receive that afternoon?
- 4 What was lying on the floor when he returned to his room after tea? *the exam papers*
- 5 Why couldn't Mr Weaver call the police?
- 6 Who is Bannister? *Serpent*
- 7 What clues did Bannister and Mr Weaver find? *small ball black*
- 8 What do they think happened? *copied the exam papers*

4 Read Part 2. Are these sentences true (✓) or false (X)? Correct the false ones.

- 1 The tutor's room was on the same floor as the three students. *F*
- 2 Holmes couldn't see into the room through the window. *T*
- 3 He found a clue on the carpet. *F*
- 4 The papers were next to the window because it was easier to read them in the light. *T*
- 5 The intruder saw Mr Weaver returning. *T*
- 6 He escaped through the study window. *F*
- 7 Holmes found another clue in the bedroom. *T*

5 Read Part 3. Which of the three students do you think copied the papers? Discuss with a partner and then the class. *Gresham*

# THE THREE

## PART 1 ~ Who copied the exam questions?

SHERLOCK HOLMES was staying in one of England's most famous university towns. One evening he received a visit from an old friend, Mr Henry Weaver, a tutor at one of the colleges. He seemed very nervous and excited.

'I need your help, Holmes. Something very serious happened at my college this afternoon.'

Holmes was very busy. 'Why didn't you call the police?' he said irritably.

'No, no that's impossible. We can't have a scandal at the college. Let me explain. You see, tomorrow is the first day of the university examinations, and this afternoon I received the Greek translation papers. I put them on the desk in my room while I went to have tea with a friend. When I returned, I saw immediately that the papers were lying on the floor by the window.'

'I see,' said Holmes. 'Please continue.'

'Well, at first I thought that perhaps my servant, Bannister, was responsible, but of course he said no, and I believe him. He and I examined the room very carefully.'

'And what did you find?' asked Holmes impatiently.

'On the table next to the window we found a broken pencil. Also, on my desk there was a small ball of black mud. There were no signs of entry at the window. Please help me, Holmes. It's clear that someone copied the exam questions. If I don't find who did it, I will have to cancel the exam and there will be a scandal.'

'I need to visit your room,' said Holmes.

## PART 2 ~ Looking for clues

They walked towards the tutor's room, which was on the ground floor. Holmes tried to look in through the window but he wasn't tall enough. Above lived three students, one on each floor. Holmes entered the room and examined the carpet.

'Nothing,' he said. 'Let me look at the table by the window.'

'What can you see?'

'Ah, yes, it's clear what happened. Someone took the papers one at a time from your desk over to the window table to copy them, because from there he could see when you were returning.'

'But nobody could see me. I came back through the side door.'

'Ah, so you surprised him and he had to leave hurriedly. Did you hear someone running away as you entered?'

'No.'

'Interesting. So, we just have one small ball of black mud as a clue. Now tell me, where does that door go to?'

'My bedroom.'

'Can I examine it?'

'Yes, of course.'

Holmes followed Weaver into his bedroom.

'Hello,' said Holmes, 'what's this? Another small ball of black mud, exactly like the one on the desk. Clearly your visitor came into the bedroom.'

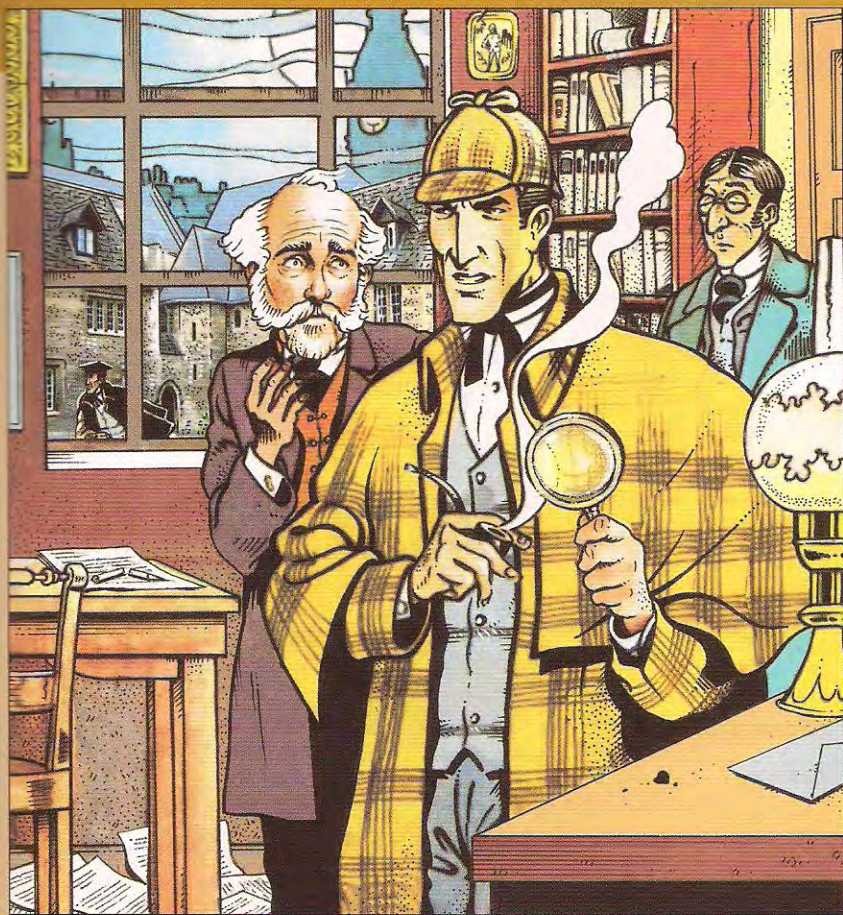
'I don't understand. Why did he do that?'

'Well, when you came back so suddenly, he ran into your bedroom to hide. Look at the bedroom window, it's open. That is obviously how he escaped.'





# STUDENTS



## PART 3 ~ The three suspects

'Now,' said Holmes, 'the three students who live above you. Are they all taking this examination?'

'Yes.'

'Tell me about them.'

'Well, on the first floor is Gresham, an excellent student and an athlete, particularly good at the long jump. He's hard-working but poor.'

'And the second floor?'

'Daulat Ras lives there. He is from India – very quiet and hard-working, but Greek translation is his weak subject. And finally there's Miles McLaren on the top floor. A very intelligent student, one of the best when he chooses to work – but he's very lazy and very worried about this exam.'

'Now tell me,' said Holmes, 'how tall are these young men?'

'How tall? What a strange question. Erm ... I think Miles is taller than the Indian, but Gresham is the tallest, over six feet.'

'Ah, that's important. Now, Weaver. I wish you goodnight. I'll return tomorrow.'

Next morning Sherlock Holmes left his house very early before he returned to the tutor's rooms. Mr Weaver was waiting nervously for him.

## Listening

- 6 **T 3.7** Listen to Part 4. Whose ideas were correct? Did you guess who copied the papers? How did Sherlock Holmes solve the mystery? What was his explanation? Who wrote the letter? What did it say? Are the examinations going to take place?

## What do you think?

- Do you think Sherlock Holmes was clever to solve this mystery? *yes*
- Why did Gresham decide not to take the exam?

## Language work

- 7 Write the past form of these verbs from the story. Which are irregular?

receive	<u>received</u>	
find	<u>found</u>	<i>irreg</i>
say	<u>said</u>	
walk	<u>walked</u>	
put	<u>put</u>	
try	<u>tried</u>	
go	<u>went</u>	
can	<u>could</u>	
see	<u>saw</u>	
copy	<u>copied</u>	
think	<u>thought</u>	
leave	<u>left</u>	
examine	<u>examined</u>	
run	<u>ran</u>	

## Telling the story

- 8 Tell the story to a partner in your own words. Begin like this.

*One evening when Sherlock Holmes was working at his desk, there was a knock at the door. It was his friend Henry Weaver, a college tutor. Mr Weaver wanted ...*



# VOCABULARY AND PRONUNCIATION

## Noun, verb, and adjective endings

- 1 Look at these sentences from the story of Sherlock Holmes on page 27. Are the underlined words nouns, adjectives or verbs?

He and I examined the room very carefully.

Are they all taking this examination?

Good luck in Africa.

It was such a lucky chance that you were staying in town.

- 2 Look at these noun and adjective endings.

nouns	-ation	-sion	-ment	-ness	-ence	-ance
adjectives	-y	-ly	-ous	-ful	-less	

Complete the charts below and mark the stress.

Noun	Verb
<u>explanation</u>	ex'plain
invi'tation	invi't
trans'lation	trans'late
de'cision	de'side
enjoy'ment	enjoy
em'ployment / employer	em'ploy
im'provement	im'prove
dis'cussion	dis'cuss
	'organize
	i'magine
	'advertise
im'provement	im'prove

Noun	Adjective
friend	'friendly
fame	'famous
'laziness	'lazy
pati'ence	'patient
happi'ness	'happy
care	'careful
difference	'different
help	helpful - less
'beauty	'beautiful
guilt	'guilty
importance	im'portant
'danger	'dangerous

- 3 Complete the sentences with one of the words from exercise 1.

- I asked the teacher for help, but unfortunately, I didn't understand his explanation.
- Please, can you help me translate this into English?
- My English improved a lot after I lived in London for a month.
- Watch out! Be careful or you'll fall.
- There are many differences between my two children. They aren't similar at all.
- Motor racing is a very dangerous sport.
- Didn't you enjoy the film? I thought it was wonderful.
- Thank you for your advice. It was very helpful.
- The United Nations is an international organization.
- We received an invitation to Ted and Sarah's wedding.

**T 3.8** Listen and check.

## Making negatives

- 3 We can make adjectives and verbs negative by using these prefixes.

adjectives	un-	im-	in-	il-
verbs	un-	dis-		

Complete the sentences, using a word from the box and a prefix.

pack possible agree tidy fair like  
appear employed legal polite



- Don't go into my bedroom. It's really untidy.
- I can't do maths. For me, it's an impossible subject.
- I don't like fish. I just prefer meat.
- In England it's very impolite to ask someone how much they earn.
- When we arrived at the hotel, we unpack our suitcases.
- I was unemployed for two years. Then I got a job in an office.
- 'I think learning languages is stupid.' 'I disagree. I think it's a good idea.'
- The thief stole my bag, ran into the crowd and disappear. I never saw him again.
- It's illegal to drive if you aren't insured.
- You gave her more money than me! That's unfair!

**T 3.9** Listen and check.

un / employ  
prefix

employment  
suffix



# EVERYDAY ENGLISH

## Time expressions



25/12/1999

52	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39

February 1997

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March 1998

W	T	F	S	S
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30
31				

1 There are two ways of saying dates. What are they?

8/1/98 16/7/85 25/11/02

**T 3.10** Listen and check.

Look at the same dates in written American English.  
What's the difference?

1/8/98 7/16/85 11/25/02

**T 3.11** Listen and check.

2 Practise these dates. They are in British English.

4 June 5 August 31 July 1 March 3 February  
21/1/1988 2/12/1996 5/4/1980 11/6/1965 18/10/2000 31/1/2005

**T 3.12** Listen and check.

What days are national holidays in your country?

3 Complete these time expressions with *at*, *on*, *in*, or no preposition.

at six o'clock    on Saturday    in 1995  
— last night    in December    at the weekend  
on Monday morning    in summer    — two weeks ago  
in the evening    — yesterday evening    on January 18

### Grammar Reference 3.4 p132.

4 Ask and answer the questions with a partner.

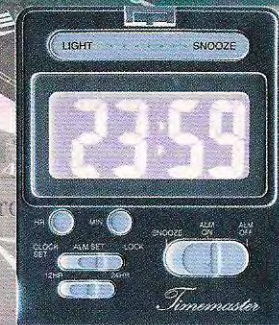
1 Do you know exactly when you were born?

*I was born at two o'clock in the morning on Wednesday, the twenty-fifth of June, 1979.*

2 When did you last ... ?

- go to the cinema
- play a sport
- give someone a present
- have a holiday
- watch TV
- go to a shopping mall
- do an exam
- see a lot of snow
- comb your hair
- catch a plane

29:February 2000



March Mars März Marzo Mai

13 Monday Lundi Montag Lunes Lune

	(AUS)	(GR)	(SAU)	
WK	M	T	W	T
9			1	2
10	6	7	8	9
11	13	14	15	16
12	20	21	22	23



# 4

## Let's go shopping!

*much/many • some/any • a few, a little, a lot of • Articles • Shopping • Prices*

### STARTER

Play the alphabet game with things you can buy. Continue around the class.

- A Yesterday I went shopping and I bought an apple.
- B Yesterday I went shopping and I bought an apple and some bread.
- C Yesterday I went shopping and I bought an apple, some bread, and a car.
- D Yesterday ...

### THE WEEKEND SHOP

#### Quantity

- 1 Sarah and Vicky are two students who share a flat. It is Saturday morning, and Sarah has written a shopping list.

**T 4.1** Read and listen to their conversation.

**V** It says here *milk*. How much milk do we need?

**S** Two litres.

**V** And eggs? How many eggs?

**S** A dozen.

**V** And what about potatoes? How many potatoes?

**S** A kilo's enough.

**V** And butter? How much?

**S** Just one packet.

#### GRAMMAR SPOT

Can we count milk (one milk, two milks) ?

Can we count eggs (one egg, two eggs) ?

When do we say *How much* ... ?

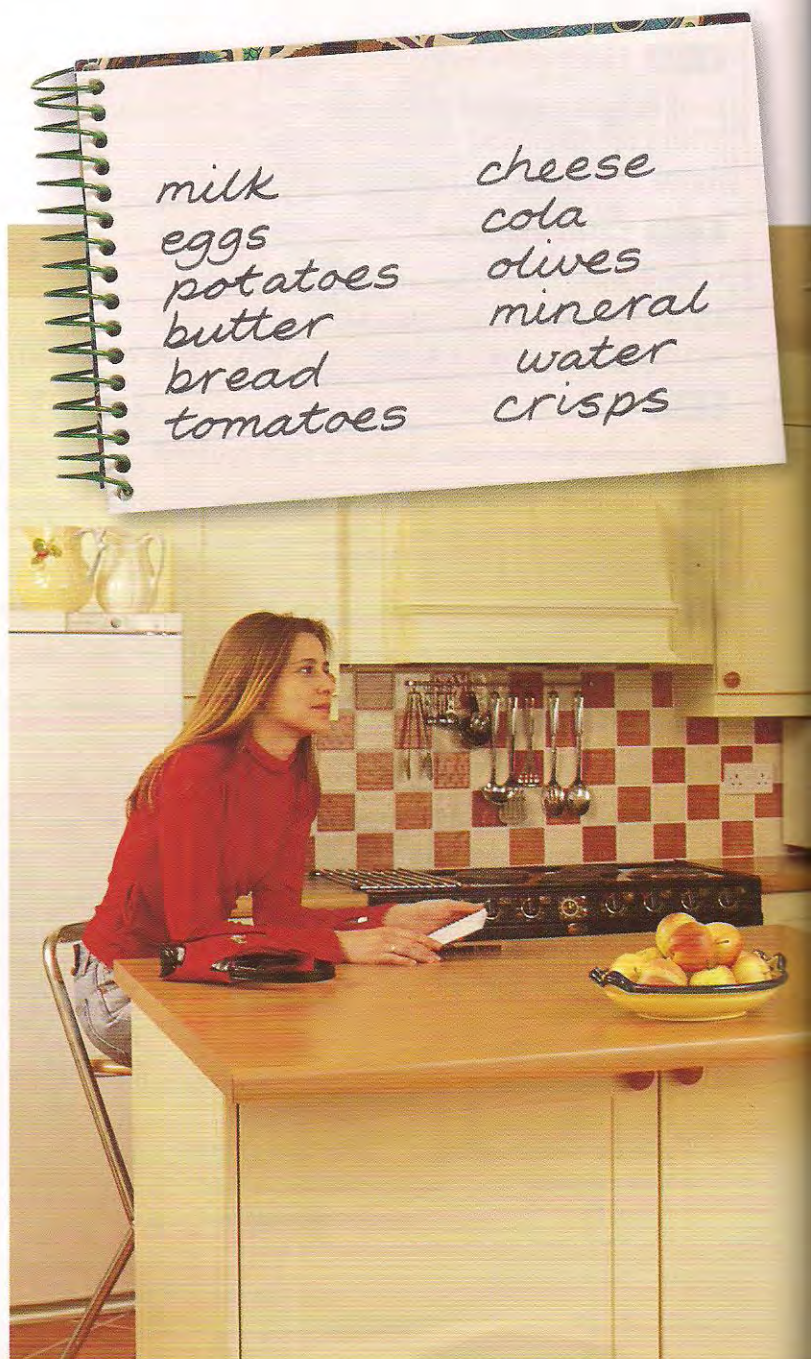
When do we say *How many* ... ?

▶▶ Grammar Reference 4.1 p133

- 2 Match these quantities with the shopping list.

two large bottles	six cans
just one white loaf	half a kilo of black ones
200g of Cheddar	four big ones
four packets	

Continue the conversation with a partner.





3 **T 4.2** Read and listen to the rest of the conversation.

V Do we need anything else?

S Let's have a look. We've got some apples, but there aren't any grapes. And there isn't any coffee, but we've got some tea.

V Is there any orange juice left, or did somebody finish it?

S There's a little, but there isn't much, so we need some more.

V And vegetables? Have we got many vegetables?

S Well, I can see a few carrots, but there aren't many onions.

V Oh, and don't forget we need a lot of crisps. My nephews are coming tomorrow!

S Right, then. I think that's everything. Let's go! By the way, how much money have you got?

## GRAMMAR SPOT

- Find seven count nouns (CNs) and four uncount nouns (UNs) in the conversation.
- Tick (✓) the correct columns.

We use ...	with CNs	with UNs	in positive sentences	in questions	in negative sentences
some	✓	✓	✓	✓ (sometimes)	✗
any					
much					
many					
a lot/lots of	✓	✓	✓	✓	✓
a few					
a little					

- Look at the forms of *something/someone*, etc. The rules are the same as for *some* and *any*. Find two examples in the conversation in exercise 3.

some	+	thing
any		one/body
		where

► Grammar Reference 4.1 p133



## PRACTICE

### Discussing grammar

- Complete the sentences with *some* or *any*.

- Have you got \_\_\_\_\_ brothers or sisters?
- We don't need \_\_\_\_\_ olive oil.
- Here are \_\_\_\_\_ letters for you.
- I need \_\_\_\_\_ money.
- Is there \_\_\_\_\_ petrol in the car?

- Complete the sentences with *much* or *many*.

- Have you got \_\_\_\_\_ homework?
- We don't need \_\_\_\_\_ eggs. Just half a dozen.
- Is there \_\_\_\_\_ traffic in your city?
- I don't know \_\_\_\_\_ students in this class.
- How \_\_\_\_\_ people live in your house?

- Complete the sentences with *a little*, *a few*, or *a lot of*.

- I have \_\_\_\_\_ close friends. Two or three.
- He has \_\_\_\_\_ money. He's a millionaire.
- 'Do you take sugar in coffee?' 'Just \_\_\_\_\_. Half a spoonful.'
- 'Have you got \_\_\_\_\_ CDs?' 'Hundreds.'
- I'll be ready in \_\_\_\_\_ minutes.
- She speaks good French, but only \_\_\_\_\_ Arabic.



## Questions and answers

4 Look at Sarah and Vicky's bathroom. Ask and answer questions with a partner about these things:

- make-up
- toothbrushes
- hairbrushes
- shampoo
- toothpaste
- soap
- towels
- toilet paper
- bottles of perfume

Have they got much make-up?

Lots.

Is there any soap?

I can't see any.



## something/someone/somewhere

5 Complete the sentences with the correct word.

some	+	thing
any		one/body
every		where
no		

- 'Did you meet any one interesting at the conference?'  
'Yes. I met some one who knows you!'
- 'Ouch! There's some thing in my eye!'   
'Let me look. No, I can't see any thing.'
- 'Let's go some where exciting for our holidays.'  
'But we can't go any where that's too expensive.'
- 'I'm so unhappy. no body loves me.'  
'I know some body who loves you. Me.'
- I lost my glasses. I looked every where, but I couldn't find them.
- 'Did you buy any thing at the shops?'  
'No, no thing. I didn't have any money.'
- I'm bored. I want some thing interesting to read, or some one interesting to talk to, or some where interesting to go.
- It was a great film. every body loved it.

**T 4.3** Listen and check.

## Survey

6 Work in groups. Talk about the good things and bad things about living in your city. Make a list. Compare your list with the class.

### Good things

There are a lot of cafés and restaurants.

There are some good shops.

We can go on lots of walks.

### Bad things

But we haven't got any good museums.

There aren't many ...

There's only one ...

There isn't anywhere that we can ...



# MY UNCLE'S A SHOPKEEPER

## Articles

1 **T 4.4** Look at the picture. Read and listen to the text.

2 Answer the questions.

- 1 Who is the man in the picture? *He is uncle Reza.*
- 2 What is his job? *He is a shopkeeper.*
- 3 Where does he live? *in an old city in the center of Iran*
- 4 What does he sell? *He sell different kinds of candy made of nuts (sohan) or (gaz).*
- 5 Does he have any children? *yes, he does. he has a son and a daughter.*
- 6 Who helps him in the shop? *The son helps him in the shop.*
- 7 How often does he visit his parents? *once a week.*
- 8 How does he travel to his village? *He travel by bus.*

### GRAMMAR SPOT

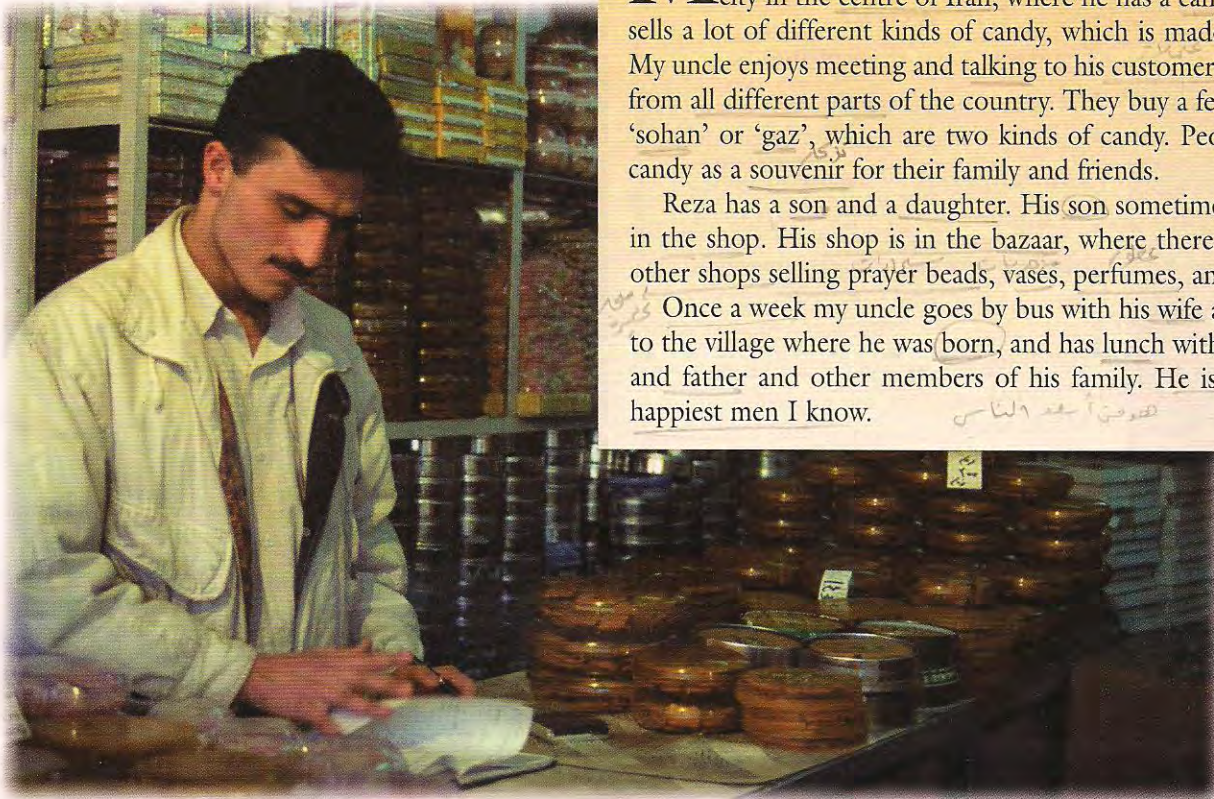
- 1 Find examples of the definite article (*the*) and the indefinite article (*a/an*).  
a shopkeeper in *the* centre
- 2 Find examples of when there is no article.  
*Iran* made from *nuts*

► Grammar Reference 4.2 p133

**M**y uncle Reza is a shopkeeper. He lives in an old city in the centre of Iran, where he has a candy shop. He sells a lot of different kinds of candy, which is made from nuts. My uncle enjoys meeting and talking to his customers, who come from all different parts of the country. They buy a few packets of 'sohan' or 'gaz', which are two kinds of candy. People buy the candy as a souvenir for their family and friends.

Reza has a son and a daughter. His son sometimes helps him in the shop. His shop is in the bazaar, where there are a lot of other shops selling prayer beads, vases, perfumes, and textiles.

Once a week my uncle goes by bus with his wife and children to the village where he was born, and has lunch with his mother and father and other members of his family. He is one of the happiest men I know.



## PRACTICE

### Discussing grammar

1 In pairs, find one mistake in each sentence.

- 1 He's policeman, so his job is sometimes dangerous.
- 2 I have the breakfast at 7 a.m.
- 3 The love is more important than money.
- 4 I come to the school by bus.
- 5 I'm reading one good book at the moment.
- 6 'Where's Jack?' 'In a kitchen.'
- 7 I live in centre of the city, near the hospital.
- 8 My parents bought the lovely house in the country.
- 9 I don't eat the bread because I don't like it.

2 Complete the sentences with *a/an, the*, or *nothing*.

- 1 I have two children, a boy and a girl. the boy is twenty-two and the girl is nineteen.
- 2 George is a soldier in the army, and Nadia is at — university.
- 3 My husband goes to — work by a car. He's an accountant. I don't have a job. I stay at — home and look after the children.
- 4 What a lovely day! Why don't we go for a picnic in the park?
- 5 'What did you have for — lunch?' 'Just a sandwich.'



## READING AND SPEAKING

### Markets around the world

- 1 Look at the pictures and discuss these questions.
  - 1 What is the difference between a shopping centre and a market?
  - 2 Do you ever go shopping in markets?
  - 3 Is there a market where you live? What can you buy there? Can you bargain for things?
- 2 Read the introduction to an article about three markets in very different parts of the world. Why are markets more interesting than shopping centres?

#### Markets around the world

Modern shopping centres, with their global brands and international designer names, look the same all over the world. So if you want to buy goods that are different, visit a market. There you can buy fine products made and grown locally.

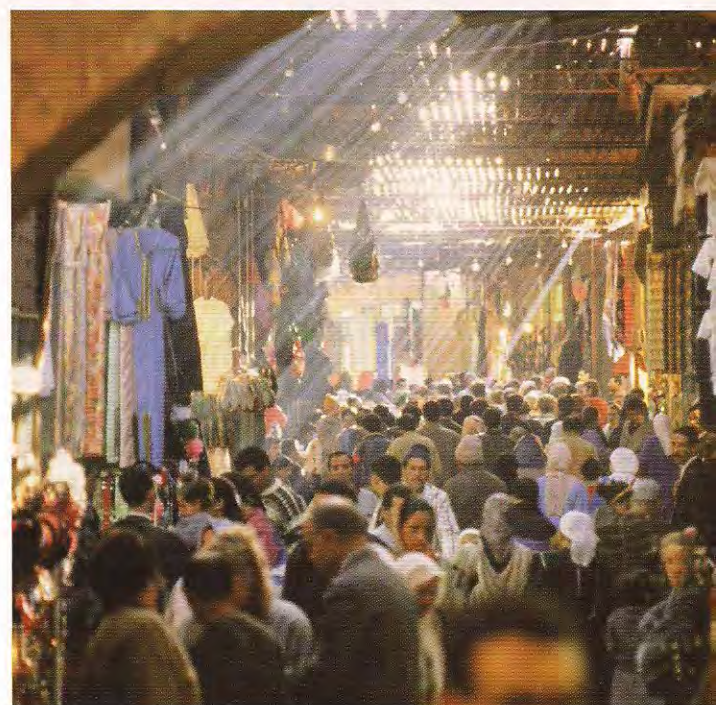
- 3 Work in three groups.

**Group A** Read about Bangkok.  
**Group B** Read about Provence.  
**Group C** Read about Marrakech.
- 4 Answer the questions about your market.
  - 1 Where exactly is the market?
  - 2 What days and times is it open?
  - 3 What food does it sell? Give some examples.
  - 4 What other things does it sell?
  - 5 What do you learn about the people who work there?
  - 6 Describe the market. Find some adjectives.
  - 7 What can you do after the market?
  - 8 What do you learn about the town from the text?
- 5 Find a partner from each of the other two groups. Use the photos to introduce your market. Then compare the three markets, using your answers in exercise 4.

#### What do you think?

Answer the questions with your group.

- Which of the markets would you like to visit most? Why?
- Which do you think is the cheapest / most expensive? Why?
- Have you visited a market in another country? If yes, describe it.
- Close your books and close your eyes. Imagine you are at the market you read about. Tell your partners what you can see.





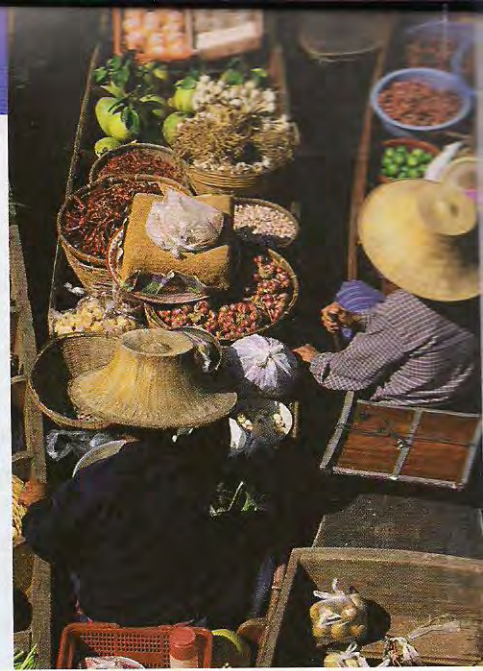
# The floating markets of Bangkok

Bangkok, the capital of Thailand, is a city of contrasts. The tall glass buildings look like any other modern city. But behind them is a place where life hasn't changed for over 100 years – the canals. Built in 1866 by the King of Thailand, these canals are home to many Thai people who still live and work there today. There are four floating markets around Bangkok, and the oldest and most popular is in the town of Damonen Saduak.

This market opens every day from 6.30 a.m. It's best to shop early and go by water taxi. After 9 a.m. the tourist buses arrive, and it's much too busy.

It's a colourful, noisy, fascinating place. Old ladies with huge hats sit in small boats, filled with tropical fruit and vegetables, fresh coconut juice and local food. Did you miss your breakfast? Then just call a seller for a bowl of hot soup. He'll get it from a cooker at the back of his boat!

But the boats don't just sell food. Would you like a traditional hat? A silk dress? A flowered shirt? Then just call and point. After the noise and excitement of the market, continue along the canal. Soon you'll see the wooden houses, orchards, and floating flowers of the canal villages. It's a lovely, peaceful way to finish your trip.



## A perfect day in Provence

Every Sunday in a small town called Isle-sur-la-Sorgue in southern France there is a truly amazing market. Isle-sur-la-Sorgue is like Venice. The River Sorgue runs in and out of the old narrow streets and under the many bridges, and on market day every street and bridge is packed with stalls. From early morning, this sleepy little town becomes a noisy, busy place, with sellers calling to you in the singing accent of the south.

You can choose from an amazing selection of olives, hundreds of cheeses, and delicious roast chickens. But it is not just a food market. Antique sellers fill the pavements with beautiful old French furniture, and there are tables covered with antique lace and cloth. Flower sellers invite you to pick from their brightly coloured bunches of flowers. The air is filled with the smell of soaps, herbs, and lavender, all made and grown in Provence. Do you need a sun hat? Did you forget your beach towel? Your choices are endless.

Travellers fill their backpacks with delicious things for Sunday lunch: olive bread, tomatoes, chicken, melon and, of course, a bottle of local mineral water. At 1 o'clock everything closes, and everyone goes home. Then it's time to find a cool place next to the river for a perfect picnic on a perfect day in Provence.



## The souks of Marrakech

Marrakech in Morocco looks like a Hollywood film set. It is a city of ancient, sand-coloured buildings and palm trees in the middle of the desert.

In the centre is the main square, Jemaa el Fna. Here you can see dancing snakes and drink Moroccan coffee. But behind the square is the real heart of the city. This is the souk (the Arabic word for market). Hundreds of little shops and stalls are open from early morning till lunchtime, and again in the evening. The souk, with its narrow, busy streets, is divided into lots of smaller souks. There's the aromatic spice souk, the noisy meat souk, the colourful clothing souk, the gold and silver souk, and many more.

Finally, there's the carpet souk. Here, hundreds of handmade Moroccan rugs and carpets cover the pavements. No two rugs are the same. In Mr Youssef's rug shop, he invites you to sit down among all the beautiful carpets. A silver teapot arrives with little glasses and Mr Youssef talks about the different rugs, while his assistants roll them out one by one. Two hours later, after many glasses of traditional mint tea and lots of bargaining, you finally choose your rug and leave much poorer. Then it's time to return to the main square to watch the snakes and count your money.





## VOCABULARY AND LISTENING

### Buying things

- 1 What can you buy or do in these places? Write two things for each place.  
Compare your ideas with the class.

a clothes shop	a pharmacy	a café	a bank	a newsagent's

- 2 **T 4.5** Listen to the conversations. Answer the questions.

- Where are the conversations taking place? Choose from the places in exercise 1.
- What does the customer want?
- Can the shop assistant/cashier help?
- How much does the customer pay?

- 3 Complete these lines from the conversations. Look at the tapescript on p120 and check your answers.

1 **A** Hello. Can I help you?

**B** I \_\_\_\_\_, thanks.

...

**B** I'm looking for a sweater  
\_\_\_\_\_. Have you got \_\_\_\_\_?

**A** I'll just have a look.  
\_\_\_\_\_ are you?

**B** Medium.

**A** Here you are.

**B** That's great. \_\_\_\_\_?

**A** Of course. The changing  
rooms are over there.

...

**B** I like it.

**A** It \_\_\_\_\_.

**B** How much is it?

**A** £39.99.

**B** OK. I \_\_\_\_\_.

**A** How would you like to pay?

**B** \_\_\_\_\_.

- 2 **A** \_\_\_\_\_ help me?  
I'm looking for this  
month's edition of *Vogue*.  
Can you tell me  
\_\_\_\_\_?

**B** Over there.  
Middle shelf. Next  
to *She*.



3 **A** Hello. I \_\_\_\_\_ help me. I've got a bad  
cold and a sore throat. Can you \_\_\_\_\_?

**B** OK. You can take these three times a day.

**A** Thank you. \_\_\_\_\_ some  
tissues \_\_\_\_\_, please?

**B** Sure. \_\_\_\_\_?

**A** No, that's all, thanks.



4 **A** Good morning. Can I have a \_\_\_\_\_,  
please?

**B** Espresso?

**A** Yes, please. Oh, and a doughnut, please.

**B** \_\_\_\_\_ there aren't \_\_\_\_\_.  
We've got some delicious carrot cake, and  
chocolate cake.

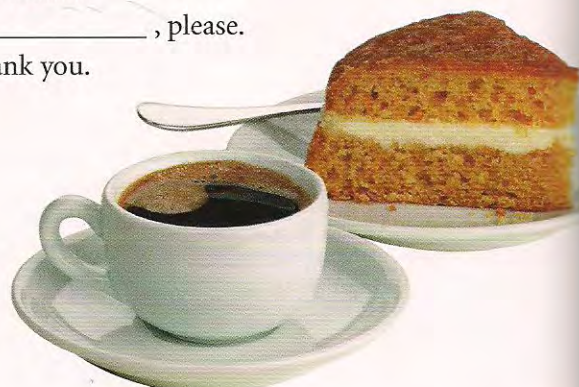
**A** OK. Carrot cake, then.

**B** Certainly. Is \_\_\_\_\_?

**A** Yes, thanks.

**B** \_\_\_\_\_, please.

**A** Thank you.





# EVERYDAY ENGLISH

## Prices and shopping

- 1 Look at the way we write and say prices in British and American English. Practise saying them.

British English		American English	
Written	Spoken	Written	Spoken
£1	a pound	\$1	a dollar
50p	fifty p	50¢	fifty cents
£1.99	one pound ninety-nine	25¢	a quarter
£16.40	sixteen pounds forty	10¢	a dime

**T 4.6** Listen to the conversations and write the numbers you hear.

- 2 What's the exchange rate between sterling/US dollars and your currency?

*There are about five ... to the dollar.*

In your country, how much is ... ?

- a pair of jeans
- a packet of cigarettes
- a burger
- a litre of petrol

- 3 Make conversations in these places with a partner.

Use the ideas to help you.

### 1 in a clothes shop

a shirt/tie

What size are you?

small/medium/large

too small/too big

I'll have it, please.

I'll leave them, thanks.



### 2 in a pharmacy

conditioner

shaving foam

deodorant

stomach ache

sore throat

### 3 in a café

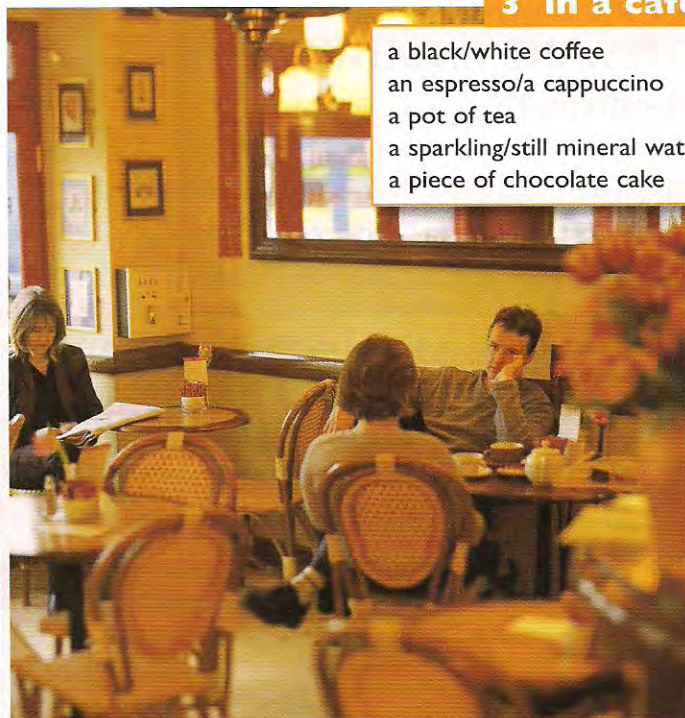
a black/white coffee

an espresso/a cappuccino

a pot of tea

a sparkling/still mineral water

a piece of chocolate cake



### 4 in a post office

some stamps

a phone card

a letter/postcard to Japan

send this parcel to Qatar

buy some envelopes





# 5

# What do you want to do?

Verb patterns 1 • Future forms • Hot verbs • How do you feel?

## STARTER



Complete these sentences with ideas about you.

- One day I want to ...
- Right now, I'd like to ...
- I enjoy ... because I like ...
- I can ... but I can't ...
- Tonight I'm going to ...

## HOPES AND AMBITIONS

### Verb patterns 1

1 Match the people with their hopes and ambitions.

- 1 ☐ I'd like to become a TV presenter.
- 2 ☐ I'm going to be an astronaut and fly to Mars.
- 3 ☐ I'm looking forward to having more time to do the things I want to do.
- 4 ☐ I would love to have one of my plays performed on the London stage.
- 5 ☐ We hope to find work as we go round the world.
- 6 ☐ We're thinking of moving, because the kids will be leaving home soon.

**T 5.1** Listen and check.

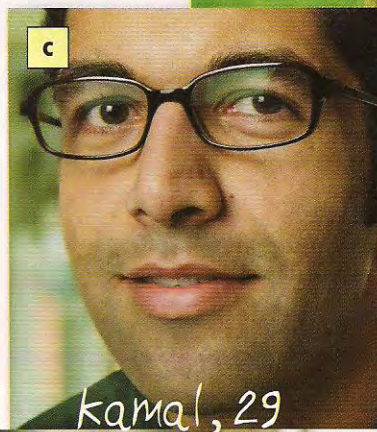
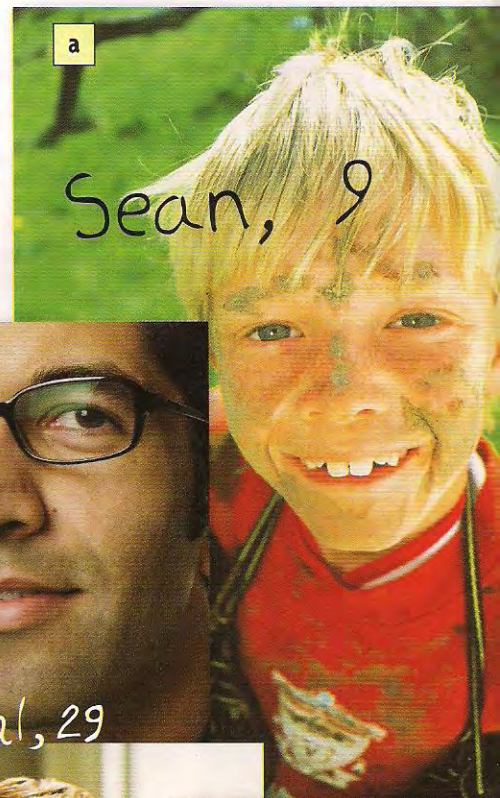
2 Complete the chart.

	Ambitions/Plans	Reasons
Sean		
Mel		
Kamal		
Martyn		
Amy		
Alison		

3 Underline the examples of verb + verb in exercise 1.

I'd like to become a TV presenter ...

Look at the tapescript on p120. Find more examples of verb + verb.





## PRACTICE

### GRAMMAR SPOT

- 1 Complete the sentences with the words *go abroad*. Put the verb *go* in the correct form.

I want *to go abroad*.

I'd like ...

I can't ...

I'm looking forward to ...

I hope ...

I enjoy ...

I'm thinking of ...

I'd love ...

- 2 What's the difference between these sentences?

I like going to the cinema.

I'd like to go to the cinema tonight.

▶▶ Grammar Reference 5.1 and 5.2 p134

### Discussing grammar

- 1 In these sentences, one or two verbs are correct, but not all three. Tick (✓) the correct verbs.

1 I \_\_\_\_\_ to live in a hot country.

a ☐ want b ☐ enjoy c ☐ 'd like

2 We \_\_\_\_\_ going to Egypt for our holidays.

a ☐ are hoping b ☐ 're thinking of c ☐ like

3 I \_\_\_\_\_ go home early tonight.

a ☐ want b ☐ like c ☐ can

4 I \_\_\_\_\_ to see you again soon.

a ☐ hope b ☐ 'd like c ☐ 'm looking forward

5 Do you \_\_\_\_\_ learning English?

a ☐ want b ☐ enjoy c ☐ like

6 We \_\_\_\_\_ having a few days off soon.

a ☐ 're thinking of b ☐ 'd love to c ☐ 're looking forward to

Make correct sentences with the other verbs.

### Making questions

- 2 Complete the questions.

1 A I hope to go to university.

B (What/want/study?) \_\_\_\_\_

2 A One of my favourite hobbies is cooking.

B (What/like/make?) \_\_\_\_\_

3 A I get terrible headaches.

B (When/start/get/them?) \_\_\_\_\_

4 A We're planning our summer holidays at the moment.

B (Where/think/go?) \_\_\_\_\_

5 A I'm tired.

B (What/like/do/this evening?) \_\_\_\_\_

**T 5.2** Listen and check. What are A's answers? Practise the conversations with a partner.

### Talking about you

- 3 Ask and answer the questions with a partner.

- What do you like doing on holiday?
- Where would you like to be right now?
- Do you like learning English?
- Would you like to learn any other languages?
- Would you like to have a break now?

- 4 Ask and answer questions about your plans and ambitions.

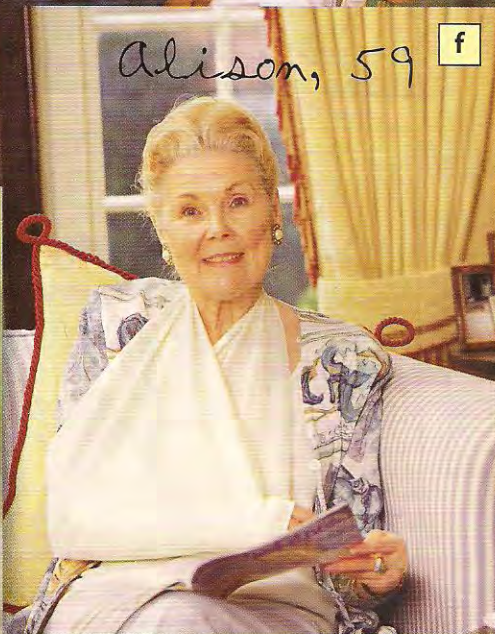
Which countries ... go to?

How many children ...

What ... after this course?



b



f



# FUTURE INTENTIONS

going to and will

## 1 Match the pictures and sentences.

- 1 ☐ They're going to see a football match.
- 2 ☐ I'll pick it up for you.
- 3 ☐ He's going to go to Malaysia.
- 4 ☐ It's OK. I'll answer it.
- 5 ☐ Don't worry. I'll lend you some.
- 6 ☐ We're going out to have a meal.

## 2 Add a line before and after the sentences in exercise 1.

### Before

I haven't got any money.

What's Tom doing next week?

The phone's ringing.

Oh, no! I've dropped one.

What are you and Pete doing this evening?

What are the lads doing this afternoon?

### After

Thank you. That's very kind.

I'm expecting a call.

Thanks. I'll pay you back tomorrow.

I won't forget.

I guess he's going on business, right?

United are playing at home.

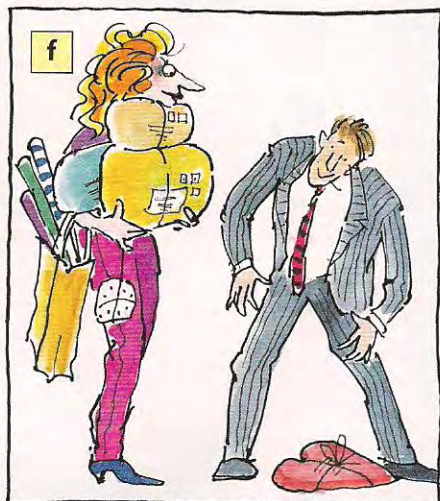
It's my birthday.

**T 5.3** Listen and check. Practise the conversations with a partner.

## GRAMMAR SPOT

- 1 Notice the forms of *will*.  
I'll = short form  
I **won't** = negative short form
- 2 All the sentences in exercise 1 express intentions. Three intentions are spontaneous. Which are they? Three of the intentions are premeditated. What happened **before** each one?

▶ Grammar Reference 5.3 p134





## PRACTICE

### Let's have a picnic!

- 1 Your class has decided to have a picnic. Everyone must help. Say what you'll do.

*I'll make some sandwiches.*

*I'll bring some salad.*

- 2 Your teacher didn't hear what you said. Listen to your teacher and correct him/her.

**Teacher**

**You**

*Right. I'll make some sandwiches.*

*No, I'm going to make some sandwiches!*

*Oh, all right. Well, I'll bring some salad.*

*No, no. I'm going to bring some salad!*

### Discussing grammar

- 3 Choose the correct verb form.

- 1 'My bag is so heavy.'  
'Give it to me. *I'll carry* / *I'm going to carry* it for you.'
- 2 I bought some warm boots because *I'll go* / *I'm going* skiing.
- 3 'Tony's back from holiday.'  
'Is he? *I'll give* / *I'm going to give* him a ring.'
- 4 'What are you doing this evening?'  
'*We'll see* / *we're going to see* a play at the theatre.'
- 5 You can tell me your secret. *I won't tell* / *I'm not going to tell* anyone.
- 6 Congratulations! I hear *you'll get married* / *you're going to get married*.
- 7 'I need to post these letters.'  
'*I'll go* / *I'm going* shopping soon. *I'll post* / *I'm going to post* them for you.'
- 8 'Now, holidays. Where *will you go* / *are you going* this year?' 'We don't know yet.'

- 4 **T 5.4** Close your books. Listen to the beginnings of the conversations. Complete them.

### Check it

- 5 Correct these sentences.

- |                                   |   |
|-----------------------------------|---|
| 1 What you want drink?            | 5 I'm looking forward to see you again soon.    |
| 2 I have a mineral water, please. | 6 I think to change my job soon.                |
| 3 I can't to help you.            | 7 Phone me tonight. I give you my phone number. |
| 4 It's starting rain.             | 8 I see the doctor tomorrow about my back.      |



### Talking about you

- 6 Talk to a partner about your plans for this evening, tomorrow, next weekend, your next holiday ...

*What are you doing/going to do this evening?*

*I'm going to stay at home and ...*

*Where are you going ... ?*

*I'm going to see ...*

*I think I'll ...*



## READING

### Hollywood kids

- 1 What are some of the problems of being a teenager? Tick (✓) the boxes on the left.

- |   |                          |
|---|--------------------------|
| <input type="checkbox"/> they don't have enough money                               | <input type="checkbox"/> |
| <input type="checkbox"/> their parents don't give them enough attention             | <input type="checkbox"/> |
| <input type="checkbox"/> they worry about how they look                             | <input type="checkbox"/> |
| <input type="checkbox"/> they have no interests or ambitions                        | <input type="checkbox"/> |
| <input type="checkbox"/> their parents want them to do well in life                 | <input type="checkbox"/> |
| <input type="checkbox"/> they're too old to be children, but too young to be adults | <input type="checkbox"/> |

- 2 Read the text about Hollywood kids. What are some of their problems? Tick (✓) the boxes on the right. Are there any differences?

- 3 Are these sentences true (✓) or false (X)? Correct the false sentences.

- Everybody in Hollywood is rich and famous.
- Hollywood kids don't lead ordinary lives.
- They understand the value of what they have.
- Trent Maguire is spoilt and ambitious.
- The adults try hard to be good parents.
- Amanda's mother listens to all her daughter's problems.
- The kids are often home alone.
- Their parents organize every part of their lives.
- The kids don't want to be children.
- All the kids complain about living in Hollywood.

- 4 Answer the questions.

- In what ways do Trent, Amanda, Emily, and Lindsey live unreal lives?
- Does anything surprise you in what the kids say?
- What are their ambitions?

#### What do you think?

- Do you feel sorry for children in Hollywood? Is there anything about their lives that you would like?
- What is your opinion of their parents?
- Do teenagers around the world think the same as Hollywood kids?
- Do you think it is dangerous to have everything you want?

# Hollywood

## Growing up in

**I**n Hollywood, everybody wants to be rich, famous, and beautiful. Nobody wants to be old, unknown, and poor. For Hollywood kids, life can be difficult because they grow up in such an unreal atmosphere. Their parents are ambitious, and the children are part of the parents' ambitions.

Parents pay for expensive cars and designer clothes. When every dream can come true, kids learn the value of nothing because they have everything. A 13-year-old boy, Trent Maguire, has a driver, credit cards, and unlimited cash to do what he wants when he wants. 'One day, I'll earn more than my dad,' he boasts.

Parents buy care and attention for their children because they have no time to give it themselves. Amanda's mother employs a personal trainer, a nutritionist, a bodyguard/chauffeur, a singing coach, and a counsellor to look after all her 15-year-old daughter's needs.

Often there is no parent at home most days, so children decide whether to make their own meals or go out to restaurants, when to watch television or do homework. They organize their own social lives. They play no childhood games. They become adults before they're ready.

Hollywood has always been the city of dreams. The kids in L.A. live unreal lives where money, beauty, and pleasure are the only goals. Will children around the world soon start to think the same? Or do they already?

“Looks are very important in Hollywood. If you're good-looking, you'll go far. I want to be a beautician. You grow up really fast in L.A. Everyone is in a rush to be an adult. It's not cool to be a kid.” **Mijanou, aged 18**



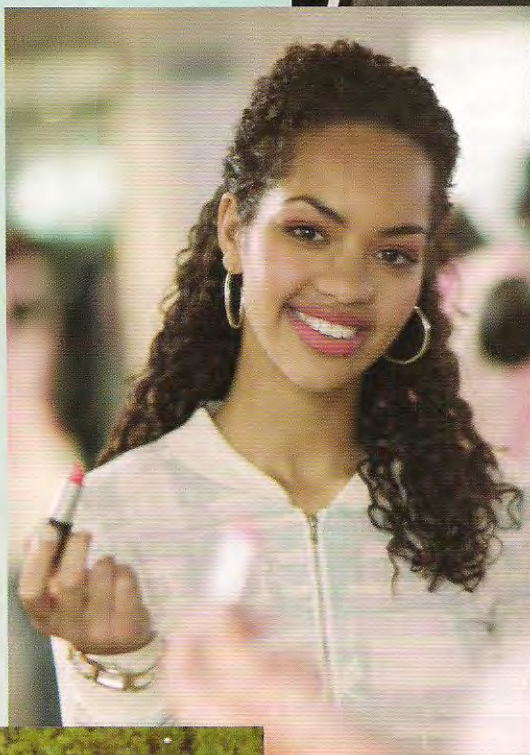


# kids

## Los Angeles isn't easy

“ I live in a hotel and when I come home from school, there are maybe 80 people who say ‘Good day’ to me. It’s their job to say that. In the bathroom there are mirrors everywhere. I love looking at myself. I can spend five hours doing my hair and posing. I’m going to be a model. ”

**Emily, aged 10**



“ I’ve wanted to get my nose done since I was 12. My friends started having plastic surgery and liposuction during my freshman year of high school. My nose cost \$10,000. But it was worth it. It changed my life. I’m gonna get into the movies. ”

**Lindsey, aged 18**

“ Everyone thinks Hollywood is so glamorous, but I have news for you. It is really difficult growing up in L.A. Sometimes I think I’m going crazy. I’m going to get out of here just as soon as I can. ”

**Zavier, aged 18**





## VOCABULARY

Hot verbs – *have, go, come*

- 1 The verbs *have, go, and come* are very common in English. Look at these examples from the text on p42–3.

have	go	come
... they have no time ... I have news for you.	You'll go far. I'm going crazy.	Every dream can come true. ... come home from school ...

- 2 Put *have, go, or come* into each gap.

\_\_\_\_\_ an accident      \_\_\_\_\_ a cold  
\_\_\_\_\_ first in a race      \_\_\_\_\_ wrong  
\_\_\_\_\_ out for a meal      \_\_\_\_\_ a meeting  
\_\_\_\_\_ and see me      \_\_\_\_\_ abroad  
\_\_\_\_\_ shopping

- 3 Complete the sentences with the correct form of *have* (or *have got*), *go*, or *come*.

- We're \_\_\_\_\_ a picnic next Thursday. Would you like \_\_\_\_\_?
- I \_\_\_\_\_ a terrible headache. Can I \_\_\_\_\_ home, please?
- You must see my new flat. \_\_\_\_\_ round and \_\_\_\_\_ a meal some time.
- 'I'm \_\_\_\_\_ out now, Mum. Bye!' 'OK. \_\_\_\_\_ a good time. What time are you \_\_\_\_\_ home?'
- Hi, Dave. Tariq \_\_\_\_\_ a shower at the moment. I'll just \_\_\_\_\_ and tell him you're here.
- \_\_\_\_\_ on! Get out of bed. It's time \_\_\_\_\_ to school.
- It's a lovely day. Let's \_\_\_\_\_ to the park. We can \_\_\_\_\_ a picnic.
- I'm \_\_\_\_\_ skiing next week. \_\_\_\_\_ you \_\_\_\_\_ any ski clothes I could borrow?

## LISTENING

You've got a friend

- 1 Answer these questions.

- Who is your best friend?
- Where did you meet?
- When did you meet?
- How often do you see each other?

- 2 Listen to the first verse of the song. Discuss these questions.

- How can a friend help you when you are in trouble?
- What makes a good friend?
- Does a good friend always agree with you?

- 3 **T 5.5** Listen and complete the song.

### You've got a friend, by Carole King

When you're down and troubled  
And you need a \_\_\_\_\_  
And nothing, but \_\_\_\_\_  
Close your eyes and think of me  
And soon I \_\_\_\_\_  
To brighten up even your darkest nights.  
(Chorus)  
You just call out my name,  
and you know wherever I am  
I \_\_\_\_\_ to see you again.  
Winter, spring, \_\_\_\_\_  
All you have to do is call  
And I'll be there, yeah, yeah, yeah,  
You \_\_\_\_\_.

If the sky above you  
\_\_\_\_\_ and full of clouds  
And that old north \_\_\_\_\_  
Keep your head together  
And \_\_\_\_\_  
And soon I'll be knocking on your door.  
Hey, \_\_\_\_\_ that you've got a friend?  
People can be so cold  
\_\_\_\_\_ and desert you  
Well they'll take your soul if you let them  
Oh, yeah, but \_\_\_\_\_.  
(Chorus)



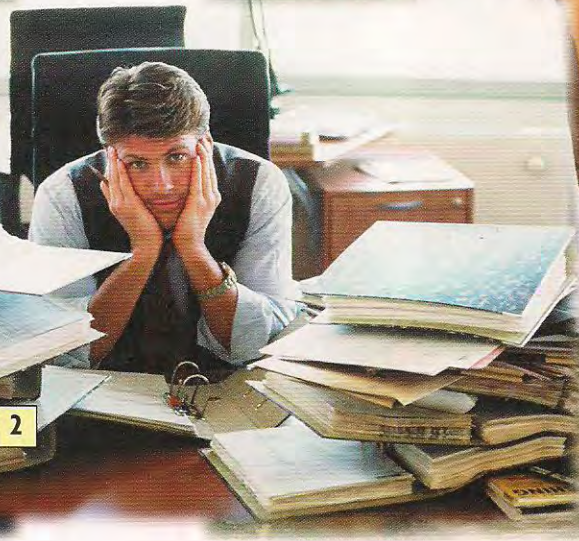
## EVERYDAY ENGLISH

### How do you feel?

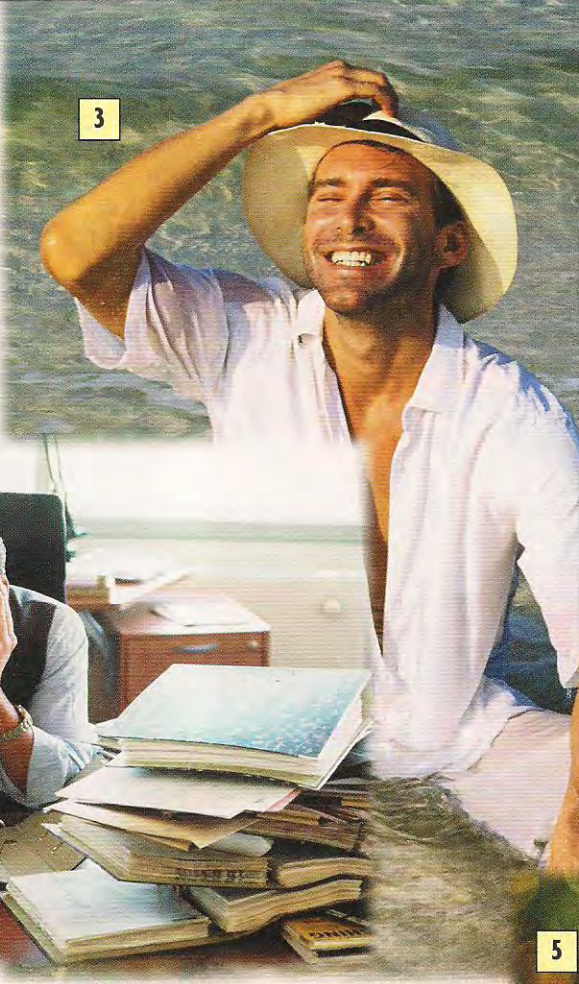
1 Look at the photos. How do the people feel?



1



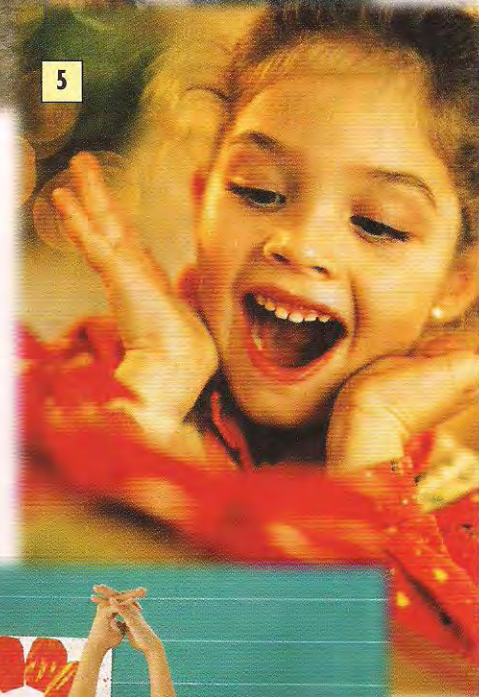
2



3



4



5

2 All the lines in A answer the question *How are you?* Match a line in A with a line in B.

A	B
1 I feel nervous.	It's so wet and miserable.
2 I don't feel very well.	I'm going on holiday to Australia tomorrow.
3 I'm feeling a lot better, thanks.	My grandfather's going into hospital for tests.
4 I'm really excited.	I think I'm getting the 'flu.
5 I'm fed up with this weather.	Nothing's going right in my life.
6 I'm really tired.	I've got an exam today.
7 I'm a bit worried.	I've got a lot more energy.
8 I feel really depressed at the moment.	I couldn't get to sleep last night.

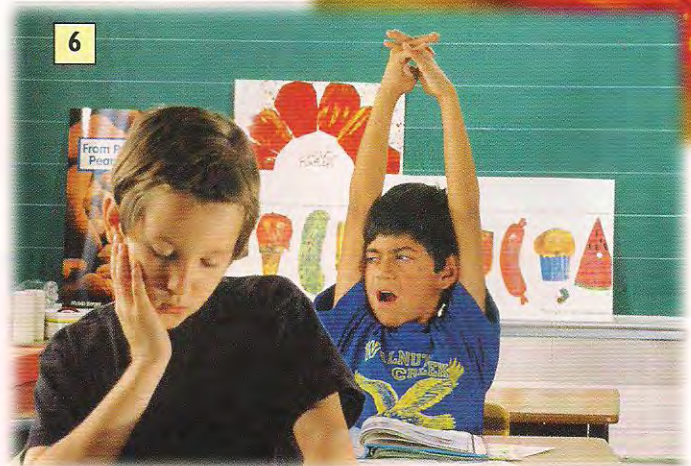
3 Choose a reply for each sentence in exercise 2.

- a Cheer up! Things can't be that bad!
- b Why don't you go home to bed?
- c I'm sorry to hear that, but I'm sure he'll be all right.
- d I know. We really need some sunshine, don't we?
- e Poor you! That happens to me sometimes. I just read in bed.
- f That's great. Have a good time.
- g That's good. I'm pleased to hear it.
- h Good luck! Do your best.

**T 5.6** Listen and compare your answers.

4 Make more conversations with a partner about these things:

- a wedding • a visit to the dentist • a letter from the bank
- a big project at work • problems with teenage children



6



# 6

## Tell me! What's it like?

What ... like? • Comparatives and superlatives • Synonyms and antonyms • Directions

### STARTER

1 What is the capital city of your country? What is the population? Is it an old or modern city?

2 Write down two things that you like about your capital and two things that you don't like. Tell the class.

*I like walking by the Nile in Cairo, but I don't like travelling by bus. They're too crowded.*

### WORLD TRAVEL

What's it like?

- 1 Read about Todd Bridges.
- 2 What do you know about Melbourne, Dubai, and Paris? Where are they?
- 3 **T 6.1** Listen to what Todd says about them. Write the adjectives he uses for each city. Compare with a partner.

#### GRAMMAR SPOT

1 Match the questions and answers.

Do you like Paris?

It's beautiful.

What's Paris like?

Yes, I do.

It's got lots of old buildings.

No, I don't.

2 Which question in 1 means: *Tell me about Paris.*

▶▶ Grammar Reference 6.1 p135

- 4 Work with a partner. Ask and answer questions about the places Todd visited.

*What's Melbourne like?*

*It's ...*

*It's got ...*

*There are ...*



## TODD BRIDGES



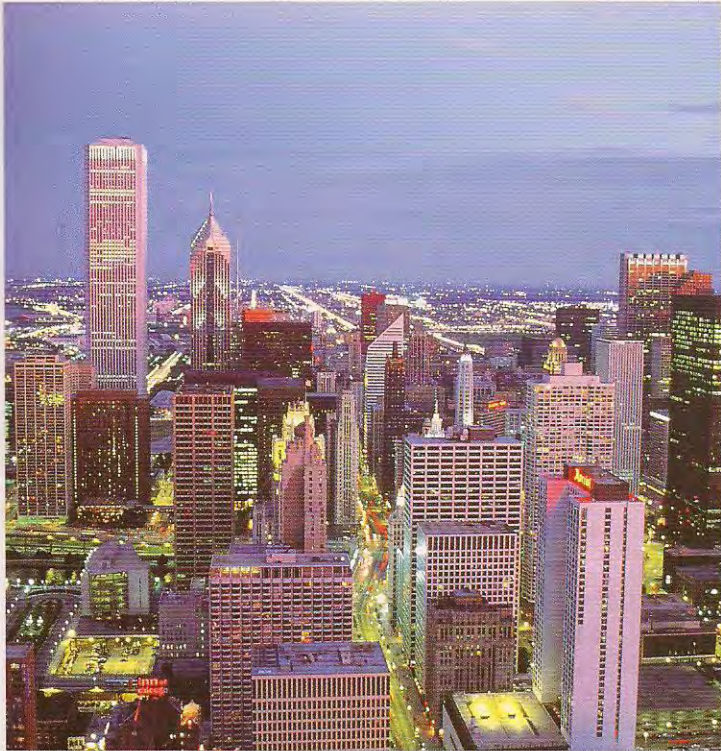
**Todd Bridges** is only seventeen years old but he is already a successful tennis player. He comes from Chicago, USA, but he travels all over the world playing tennis. Last year he played in tennis championships in Melbourne, Dubai, and Paris.



## PRACTICE

### What's Chicago like?

- 1 You are asking Todd about Chicago. Complete the questions with *is* or *are* and the correct words from the box.



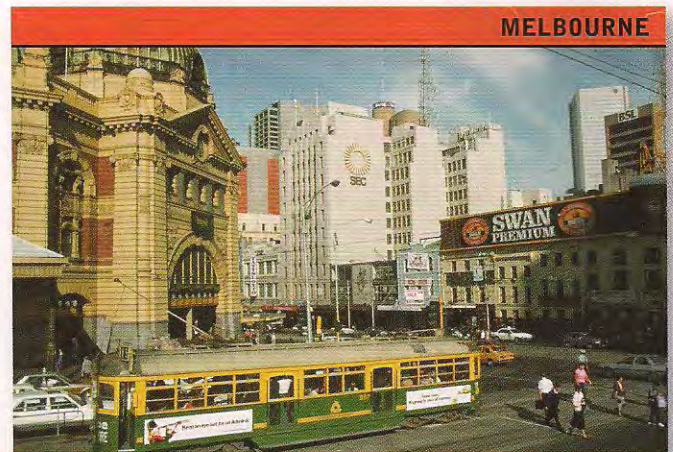
the restaurants   the people   the night-life   the buildings

- 1 **You** What 's the weather like?  
**Todd** Well, Chicago's called 'the windy city' and it really can be windy!
  - 2 **You** What \_\_\_\_\_ like?  
**Todd** They're very interesting. You meet people from all over the world.
  - 3 **You** What \_\_\_\_\_ like?  
**Todd** A lot of them are very, very tall. The Sears Tower is 110 storeys high.
  - 4 **You** What \_\_\_\_\_ like?  
**Todd** They're very good. You can find food from every country in the world.
  - 5 **You** What \_\_\_\_\_ like?  
**Todd** Oh, it's wonderful. There's lots to do in Chicago.
- 2 **T 6.2** Listen and check. Practise with a partner.
- 3 Ask and answer the same questions about the city you are in now.

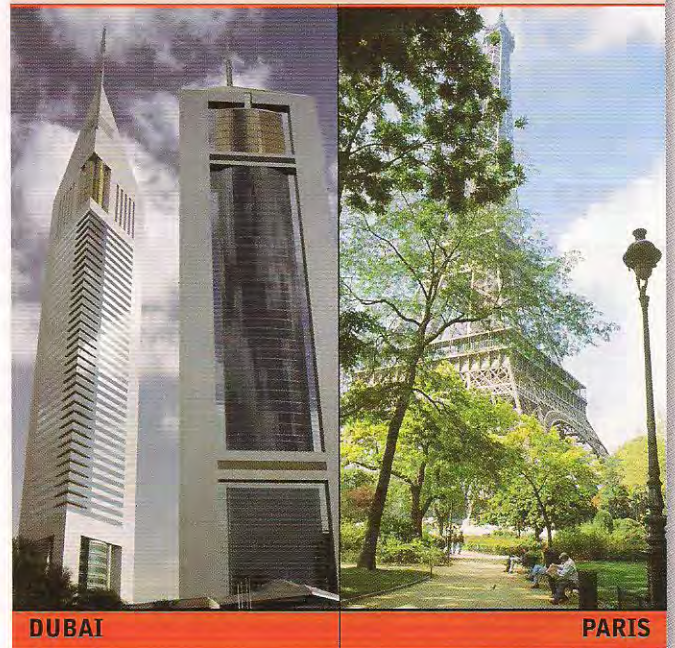
## BIG, BIGGER, BIGGEST!

### Comparatives and superlatives

- 1 Read the second part of the conversation with Todd. He compares the places he visited last year. Can you complete any of the sentences?



“Melbourne was interesting, but for me, Paris was \_\_\_\_\_ interesting \_\_\_\_\_ Melbourne, and in some ways Dubai was the \_\_\_\_\_ interesting of all because it was so different \_\_\_\_\_ any other place I know. It was also the \_\_\_\_\_, driest, and \_\_\_\_\_ modern. It was hot in Melbourne but not \_\_\_\_\_ hot \_\_\_\_\_ in Dubai. Dubai was \_\_\_\_\_ hotter! Melbourne is \_\_\_\_\_ older \_\_\_\_\_ Dubai but not \_\_\_\_\_ old \_\_\_\_\_ Paris. Paris was \_\_\_\_\_ oldest city I visited, but it has some great modern buildings, too. It was the \_\_\_\_\_ romantic place. I loved it.”



**T 6.3** Listen and check.



## GRAMMAR SPOT

1 What are the comparative and superlative forms of the following adjectives? What are the rules?

- |         |             |
|---------|-------------|
| a small | c busy      |
| cold    | noisy       |
| near    | dry         |
| b big   | d beautiful |
| hot     | interesting |
| wet     | exciting    |

2 These adjectives are irregular. What are the comparative and superlative forms?

far good bad

3 Adjectives also combine with *as ... as*.  
Melbourne isn't as cosmopolitan as Chicago.

► Grammar Reference 6.2 p135

2 **T 6.4** Listen and repeat the sentences.

/hɒtə ðən/

This summer's hotter than last.

/əz hɒt əz/

It wasn't as hot as this last year.

3 Practise these sentences with a partner.

It isn't as cold today as it was yesterday.

But it's colder than it was last week.

I'm not as tall as you, but I'm taller than Anna.

This car's more expensive than John's.

But it isn't as expensive as Anna's.

**T 6.5** Listen and check.

4 Learn this poem by heart.

*Good, better, best.*

*Never, never rest*

*'til your good is better,*

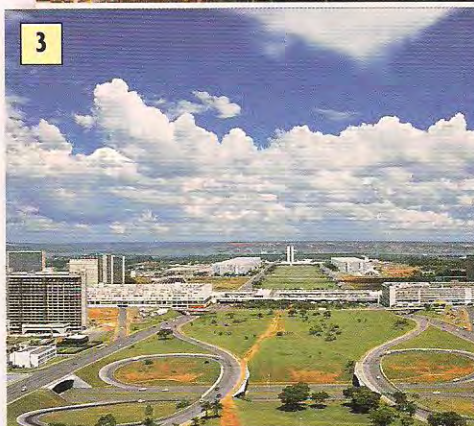
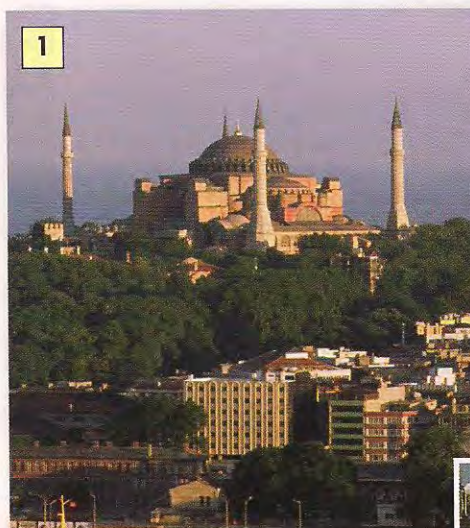
*And your better best.*

## PRACTICE

### Comparing four cities

1 Match the cities and the photographs. Which countries are these cities in?

Paris Beijing Istanbul Brasilia



2 Work with a partner. Your teacher will give you some information.

**Student A** Read about Paris and Beijing.

**Student B** Read about Istanbul and Brasilia.

Ask and answer these questions to find out about the other two cities.

- How old is it?
- How big is it?
- How many people live there?
- How hot/cold does it get?
- How wet is it?
- How far is it from the sea?

*How old is it?*

*It's very old. It was founded in ...*

3 Now compare the four cities.

*Paris is bigger than Brasilia.*

*Beijing is the oldest.*

4 Compare some cities in your country.



## LISTENING AND SPEAKING

### Living in another country

#### Conversations

5 Work with a partner and continue these conversations.

- 1 **A** I moved to a new flat last week.  
**B** Oh, really? What's it like?  
**A** Well, it's bigger than my old one but it isn't as modern, and ...
- 2 **A** I hear Martin's got a new boss.  
**B** Yeah. He started work last week.  
**A** Oh, really? What's he like?  
**B** Well, he's \_\_\_\_\_ than his old boss, and ...
- 3 **A** We have a new teacher.  
**B** Oh, really? What's she like?  
**A** Well, I think she's the \_\_\_\_\_ teacher we've ever had ...
- 4 **A** Is that your new car?  
**B** Well, it's second-hand, but it's new to me.  
**A** What's it like?  
**B** Well, it's \_\_\_\_\_ than my old car ...

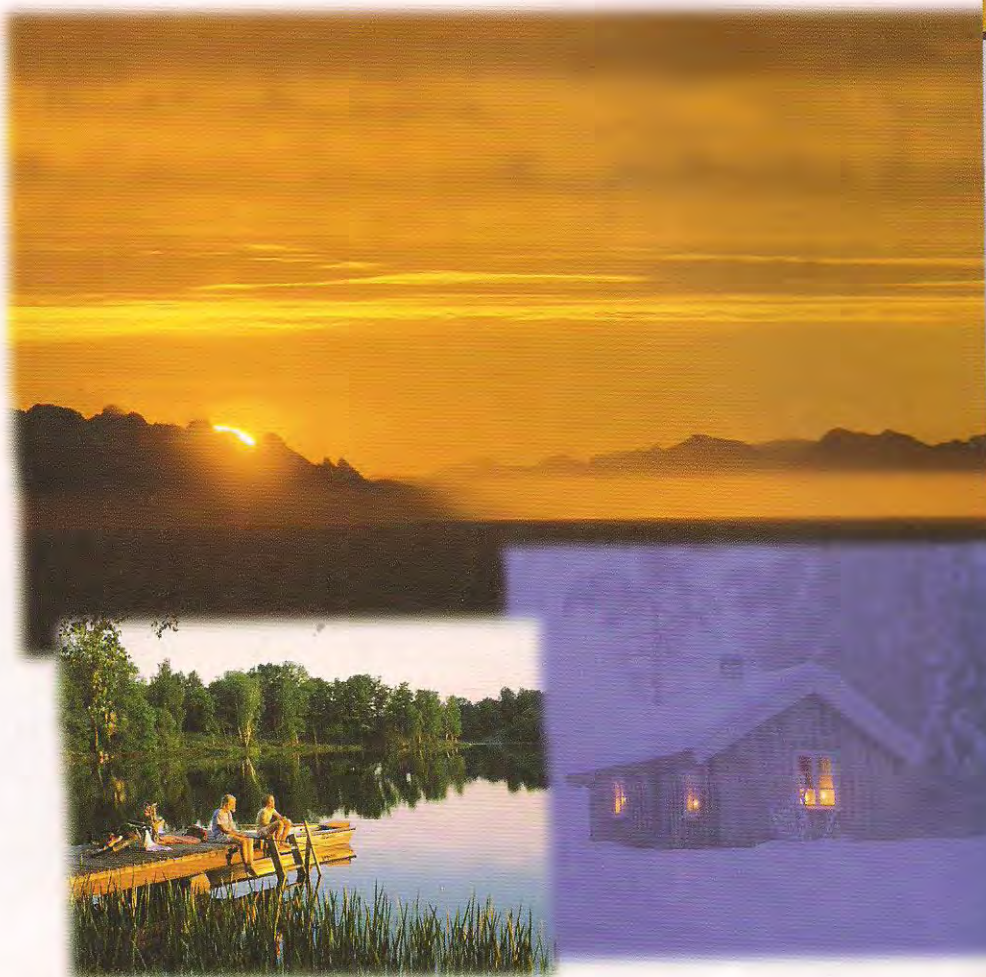
Act out a conversation to the class. Whose is the longest?

**T 6.6** Listen and compare. Repeat the last lines.

#### Check it

6 Correct these sentences.

- 1 He's more older than he looks.
- 2 Jessica's as tall than her mother.
- 3 'What does Hong Kong like?' 'It's really exciting!'
- 4 Trains in India are more crowded that in Europe.
- 5 Al-Azhar University in Cairo is oldest university in the world.
- 6 He isn't as intelligent than his sister.
- 7 This is more hard than I expected.
- 8 Who is the most rich man in the world?
- 9 Everything is more cheap in my country.
- 10 Rome was hotter that I expected.



1 What do you know about Sweden? What is the country like? What are the people like? Discuss these statements about Sweden. Do you think they are true (✓) or false (✗)?

- 1 In winter there is only one hour of daylight.
- 2 Swedish people look forward to winter.
- 3 The houses are cold.
- 4 The houses are much better insulated than in Britain.
- 5 In parts of Sweden from May to July the sun never sets.
- 6 Londoners work longer hours than the Swedes.
- 7 Swedes always start work early in the morning.
- 8 Country cottages in Sweden are usually very luxurious.
- 9 All houses have a sauna.

2 **T 6.7** You are going to listen to Jane Bland talking to her friend, Fran, about her life in Sweden. Jane comes from London, but three years ago she married a Swede and went to live and work in Stockholm. Listen and check your answers to exercise 1.

3 Compare your country with what you learned about Sweden.

*In my country it gets dark at five o'clock in winter, and it's much warmer.*



## READING AND SPEAKING

### A tale of two millionaires

- 1 Do you prefer to spend money or to save it?
- 2 Match the verbs and nouns. Many of them are to do with money.

Verbs	Nouns
buy	a bank account
spoil	poverty
wear	a thief
open	a will
live in	stocks and shares
inherit	a child
make	a leg
arrest	ragged clothes
invest	a lot of money from someone
amputate	a lot of money in something

- 3 You are going to read about two millionaires. One was very mean, the other very generous. First read *quickly* about Milton Petrie. Can you remember any examples of his kindness?
- 4 Now read *quickly* about Hetty Green. Can you remember any examples of her meanness?
- 5 Read one text more carefully, then answer the questions with a partner who read the other text.
  - 1 When were Milton and Hetty born?
  - 2 What were their parents like?
  - 3 How did Milton and Hetty become so wealthy?
  - 4 Who wore ragged clothes?
  - 5 What was the meanest thing Hetty did?
  - 6 Why did Milton like making a lot of money?
  - 7 Who did they marry?
  - 8 When did they die? How old were they?
  - 9 Who left the most money? Who did they leave it to?

#### What do you think?

Discuss these questions in small groups.

- How were Milton and Hetty's childhoods different?
- How did their childhoods affect them later?
- Why was Milton especially generous to policemen?
- Why did Hetty's daughter build a hospital?
- What was the kindest thing Milton did?
- Who had the happier life? Milton or Hetty?

# A tale of

## Some millionaires

### Milton Petrie

#### The Most Generous Man in the World

**E**very morning, billionaire Milton Petrie walked from his New York apartment and bought a newspaper from the ragged old man on the street corner. One morning the man wasn't there. Petrie learned that he was very ill in the city hospital. Immediately he paid his hospital bill and later, when the man died, paid for his funeral.



Milton Petrie



# two millionaires

spend it and some save it. Elizabeth Wilson reports on one of each.



The old man was just one of many people that Milton Petrie helped with his money. Whenever he read about personal disasters in his newspaper Petrie sent generous cheques, especially to the families of policemen or firemen injured at work. He also sent cheques to a mother who lost five children in a fire, and a beautiful model, whose face was cut in a knife attack. It cost him millions of dollars, but he still had millions left. He said that he was lucky in business and he wanted to help those less fortunate than himself. 'The nice thing is, the harder I work, the more money I make, and the more people I can help.'

Milton Petrie died in 1994, when he was 92. His will was 120 pages long because he left \$150 million to 383 people. His widow, Carroll, his fourth and last wife, said his generosity was a result of the poverty of his early years. His family were poor but kind-hearted. His father was a Russian immigrant who became a policeman, but he never arrested anyone, he was too kind. He couldn't even give a parking ticket.

## Hetty Green

**The Richest, Meanest Woman in the World**

**H**enrietta (Hetty) Green was a very spoilt, only child. She was born in Massachusetts, USA, in 1835. Her father was a millionaire businessman. Her mother was often ill, and so from the age of two her father took her with him to work and taught her about stocks and shares. At the age of six she started reading the daily financial newspapers and she opened her own bank account.

Her father died when she was 21 and she inherited \$7.5 million. She went to New York and invested on Wall Street. Hetty saved every penny, eating in the cheapest restaurants for 15 cents. She became one of the richest and most hated women in the world. She was called 'The Witch of Wall Street'. At 33 she married Edward Green, a multi-millionaire, and had two children, Ned and Sylvia.

Hetty's meanness was legendary. She always argued about prices in shops. She walked to the local grocery store to buy broken cookies (biscuits) which were much cheaper, and to get a free bone for her much-loved dog, Dewey. Once she lost a two-cent stamp and spent the night looking for it. She never bought clothes and always wore the same long, ragged black skirt. Worst of all, when her son Ned fell and injured his knee, she refused to pay for a doctor and spent hours looking for free medical help. In the end Ned's leg was amputated.

When she died in 1916 she left her children \$100 million (worth \$9.3 billion today). Her daughter built a hospital with her money.





# VOCABULARY AND PRONUNCIATION

## Synonyms

- 1 We often use synonyms in conversation because we don't want to repeat words.



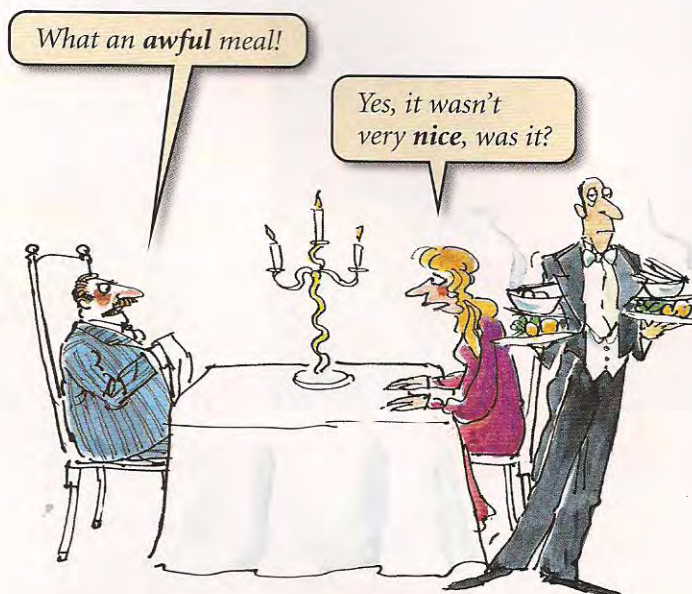
Complete the conversations, using an adjective of similar meaning from the box.

fed up   generous   brilliant   messy   modern   wealthy

- 1 'Mary's family is very rich.'  
'Well, I knew her uncle was very \_\_\_\_.'
  - 2 'Look at all these new buildings!'  
'Yes. Paris is much more \_\_\_\_ than I expected.'
  - 3 'Wasn't that film wonderful!'  
'Yes, it was \_\_\_\_.'
  - 4 'George doesn't earn much money, but he's so kind.'  
'He is, isn't he? He's one of the most \_\_\_\_ people I know.'
  - 5 'Ann's bedroom's really untidy again!'  
'Is it? I told her it was \_\_\_\_ yesterday, and she promised to clean it.'
  - 6 'I'm bored with this lesson!'  
'I know, I'm really \_\_\_\_ with it, too!'
- 2 **T 6.8** Listen and check. Listen again, paying particular attention to the stress and intonation. Practise the conversations with a partner.

## Antonyms

- 3 We can also use antonyms in conversation to avoid repeating words.



Match the following adjectives with their *two* opposites in exercise 1.

interested	<u>bored</u>	<u>fed up</u>
horrible	_____	_____
mean	_____	_____
old	_____	_____
poor	_____	_____
tidy	_____	_____

- 4 Sometimes it is more polite to use *not very* and an opposite adjective.
- Tom's so short.                      Well, he's **not very tall**.
- He always wears such dirty clothes.                      They certainly **aren't very clean**.

Reply to these sentences. Be more polite.

- 1 London's such an expensive city.
  - 2 Paul and Sue are so mean.
  - 3 Their house is always so messy.
  - 4 Their children are so noisy.
  - 5 John looks so miserable.
  - 6 His sister's so stupid.
- 5 **T 6.9** Listen and check. Pay particular attention to the stress and intonation. Practise the conversations with your partner.



# EVERYDAY ENGLISH

## Directions

1 Look at the map of Chesswood and find these things:

- a farm • a wood • a pond • a path • a hill • a river • a bridge • a gate



2 Read these descriptions and add the places to the map.

- 1 The hotel is **opposite** the station car park.
- 2 The bank is **on the corner of** Lower Road and Hill Road. It is **next to** the baker's.
- 3 The supermarket is **between** the pharmacy and the greengrocer's.
- 4 There is a bus stop **in front of** the flower shop in Station Road.
- 5 The museum is in Station Road, **opposite** the flower shop **near** the railway bridge.
- 6 The bookshop is in Silver Street, **behind** the school.

3 Ask and answer questions about the places on the map. Use the prepositions from exercise 2.

Where's the library?

It's on the corner of Station Road and Green Street, opposite the flower shop.

4 Complete the directions from Chesswood farm to the school with the prepositions in the box. Look at the map to help you.

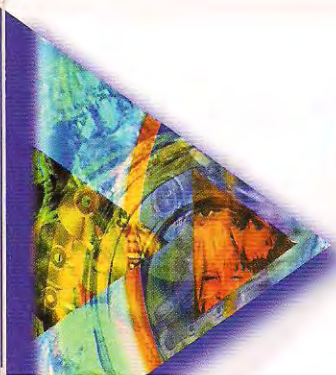
up down over past through out of (x2) across (x2)

You go \_\_\_\_\_ the path, \_\_\_\_\_ the pond, \_\_\_\_\_ the bridge, and \_\_\_\_\_ the gate. Then you go \_\_\_\_\_ the road and take the path \_\_\_\_\_ the wood. When you come \_\_\_\_\_ the wood you walk \_\_\_\_\_ the path and go \_\_\_\_\_ the road. It takes five minutes.

**T 6.10** Listen and check.

5 Give your partner directions to get to your house from your school.





# 7

## Fame

Present Perfect • *for, since* • Adverbs, word pairs • Short answers

### STARTER



What is the Past Simple and the past participle of these verbs?

write be sell win have read do eat know break

### FAMOUS WRITERS

#### Present Perfect and Past Simple

- 1 Look at the photographs of two well-known English writers. How do you think they are related?

Complete the sentences with *He* or *She*.

- 1 \_\_\_\_\_ wrote novels about Victorian life. \_\_\_\_\_ writes novels about modern people and their relationships.
- 2 \_\_\_\_\_ wrote 47 novels, travel books, biographies, and short stories. \_\_\_\_\_ has written over twenty novels. \_\_\_\_\_ started writing in her thirties.
- 3 \_\_\_\_\_ has lived in the west of England for forty years. \_\_\_\_\_ lived in Ireland for eighteen years.
- 4 \_\_\_\_\_ has been married twice, and has two daughters. \_\_\_\_\_ married for the first time in 1966. \_\_\_\_\_ was married and had two sons.

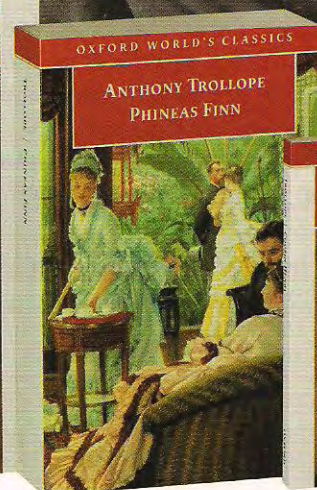
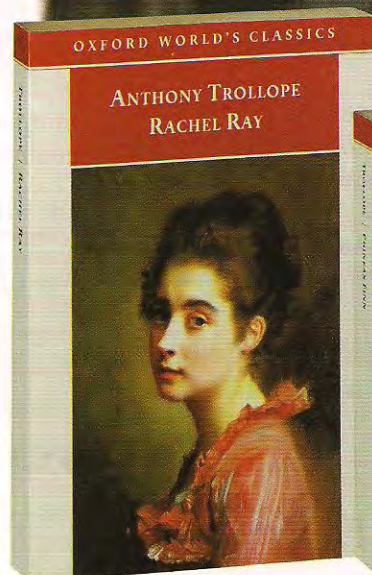
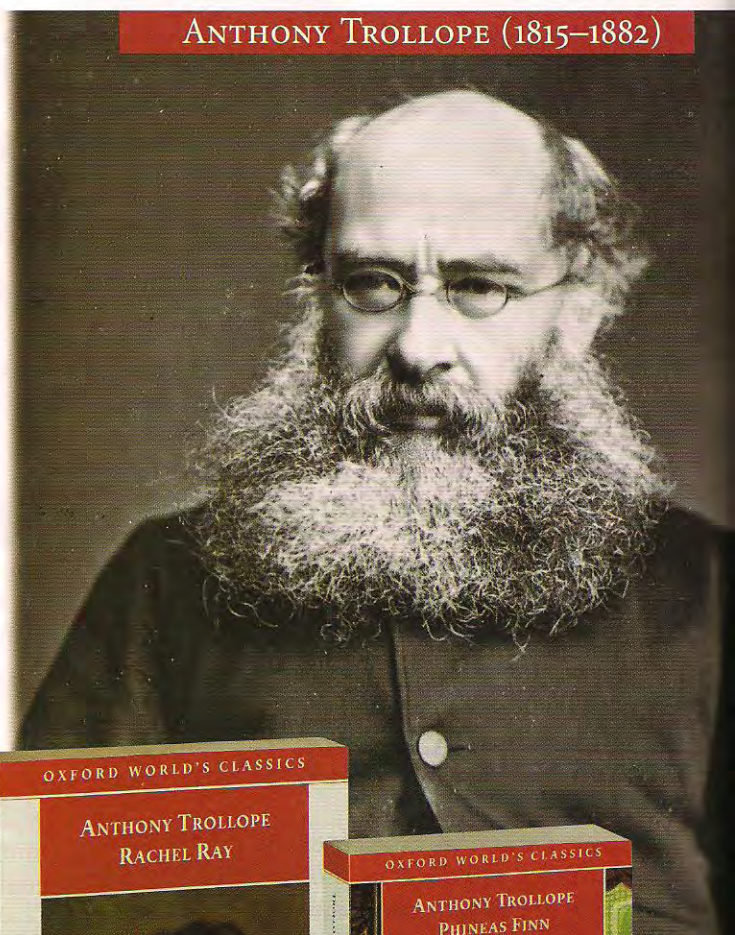
**T 7.1** Listen and check. Practise the sentences.

#### GRAMMAR SPOT

- 1 Find examples of the Past Simple in sentences 1–4. Find examples of the Present Perfect.
- 2 Complete the rule.  
We make the Present Perfect with the auxiliary verb \_\_\_\_\_ + the \_\_\_\_\_.
- 3 Why are different tenses used in these sentences?  
Anthony Trollope **wrote** forty-seven novels.  
Joanna Trollope **has written** twenty novels.

▶▶ Grammar Reference 7.1 and 7.2 p136

ANTHONY TROLLOPE (1815–1882)





2 Put the verbs in the Present Perfect or Past Simple.

- 1 Anthony Trollope \_\_\_\_\_ (travel) to South Africa, Australia, Egypt, and the West Indies. Joanna Trollope \_\_\_\_\_ (travel) to many parts of the world.
- 2 She \_\_\_\_\_ (win) many awards, and several of her stories \_\_\_\_\_ (appear) on TV.
- 3 Her first book \_\_\_\_\_ (come) out in 1980. Since then, she \_\_\_\_\_ (sell) more than 5 million copies.
- 4 She \_\_\_\_\_ (go) to school in the south of England, and \_\_\_\_\_ (study) English at Oxford University, but she \_\_\_\_\_ (live) in the country for most of her life.
- 5 She writes her books by hand. She \_\_\_\_\_ (have) the same pen since 1995.

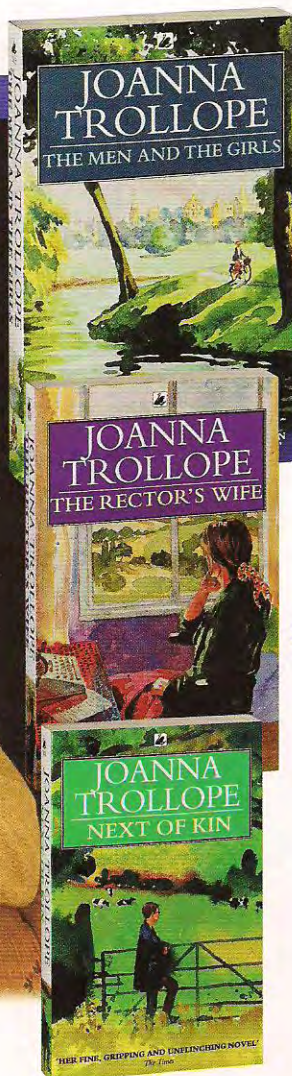
**T 7.2** Listen and check.

3 Here are the answers to some questions about Joanna. What are the questions?

- |                              |                                       |
|------------------------------|---------------------------------------|
| 1 For forty years.           | 5 In 1980.                            |
| 2 English. (... study ... ?) | 6 Twice. (How many times ... ?)       |
| 3 More than twenty.          | 7 Yes, two daughters. (... children?) |
| 4 Over five million.         | 8 Since 1995.                         |

**T 7.3** Listen and check.

JOANNA TROLLOPE (1943- )



## PRACTICE

### Discussing grammar

1 Choose the correct verb form.

- 1 *Have you ever been / Did you ever go* to a pop concert?
- 2 I *saw / have seen* The Flash last week.
- 3 I love music. I *like / have liked* it all my life.
- 4 The Flash's concert *was / has been* fantastic.
- 5 I *have bought / bought* all their records since then.
- 6 The Flash *have been / are* together for over fifteen years.

### Find someone who ...

2 Your teacher will give you a card which begins *Find someone who ...*

Find someone who has been to another country.

Decide on the question, beginning *Have you ever ... ?* Stand up, and ask everyone in the class.

Ask questions to find out more.

Where did you go?

What were the people like?

What did you do there?

Did you enjoy it?

How long were you there?

3 Report back to the class.

*Hatem has been to ...*



## for and since

4 Complete the time expressions with *for* or *since*.

- |                      |                          |                |
|----------------------|--------------------------|----------------|
| 1 _____ a year       | 4 _____ nine o'clock     | 7 _____ months |
| 2 _____ half an hour | 5 _____ I was a student  | 8 _____ 1999   |
| 3 _____ August       | 6 _____ a couple of days |                |

5 Match a line in **A** and **B** and a sentence in **C**. There is more than one answer.

A	B	C
1 I've known my best friend	from 1988 to 1996.	It's not bad. I quite like it.
2 I last went to the cinema	for an hour.	I went camping with some friends.
3 I've had this watch	two weeks ago.	We met when we were 10.
4 We've used this book	since 1985.	I really need a cup of coffee.
5 We lived in our old flat	since the beginning of term.	My dad gave it to me for my birthday.
6 We haven't had a break	for years.	We moved because we needed somewhere bigger.
7 I last had a holiday	for three years.	The film was rubbish.
8 This building has been a school	in 1999.	Before that it was an office.

**T 7.4** Listen and check. Make similar sentences about you.

## Asking questions

6 Complete the conversation.  
What tenses are the three questions?

**A** Where \_\_\_\_\_ live, Olga?

**B** In a flat near the park.

**A** How long \_\_\_\_\_ there?

**B** For three years.

**A** And why \_\_\_\_\_ move?

**B** We wanted to live in a nicer area.

**T 7.5** Listen and check. Practise the conversation with a partner.

7 Make more conversations, using the same tenses.

1 <b>A</b> What ... do? <b>B</b> I work ... <b>A</b> How long ... ? <b>B</b> For ... <b>A</b> What ... do before that? <b>B</b> I worked ...	2 <b>A</b> ... got a car? <b>B</b> Yes, I ... <b>A</b> How long ... ? <b>B</b> Since ... <b>A</b> How much ... pay for it? <b>B</b> It was ...	3 <b>A</b> ... know Omar? <b>B</b> Yes, I ... <b>A</b> How long ... ? <b>B</b> For ... <b>A</b> Where ... meet him? <b>B</b> We ...
---	---	--

8 With a partner, ask and answer questions beginning *How long ... ?*

*How long have you lived / worked / known / had ... ?*

Then get some more information.

*Why did you move?*

*What did you do before ... ?*

*Where did you meet ... ?*



## LISTENING AND SPEAKING

### The band *Style*

- 1 What kinds of music do you like? If you could meet your favourite bands or singers, what would you ask them?
- 2 **T 7.6** Listen to an interview with two musicians, Suzie and Guy, from the band *Style*. Put **S** or **G** in columns 1 and 2. Put ✓ or ✗ in column 3.

1 What do they do in the band?	2 Bands they have played with	3 Places they have visited
<input type="checkbox"/> guitar <input type="checkbox"/> keyboards <input type="checkbox"/> drums <input type="checkbox"/> harmonica <input type="checkbox"/> vocalist	<input type="checkbox"/> UB40 <input type="checkbox"/> Lionel Richie <input type="checkbox"/> Phil Collins <input type="checkbox"/> Genesis <input type="checkbox"/> Happy Mondays <input type="checkbox"/> Bon Jovi <input type="checkbox"/> Ace	<input type="checkbox"/> Holland <input type="checkbox"/> Hungary <input type="checkbox"/> America <input type="checkbox"/> Sweden <input type="checkbox"/> Japan <input type="checkbox"/> Italy <input type="checkbox"/> Australia

Which bands have they played with? Which countries have they been to?

- 3 Answer the questions.
- Why do Suzie and Guy feel tired?
  - What have they done this year?
  - Have they had a good time?
  - What was special about the song *Mean Street*?
  - How many years have they been together?
  - Where do they want to go?
  - What jobs has Guy had? What about Suzie?  
(*She's worked ...*)

### Language work

- 4 Make sentences about Suzie and Guy with the phrases in the boxes.

A	B
in April in 1995 two years ago when she left college	since 1997 about twenty-five fifteen years since he was 17

What tense are the verbs in the sentences from **A**?  
What about **B**?

- 5 Ask and answer the questions.
- What/do/before forming *Style*?
  - How/meet each other?
  - ... be/to America?
  - How many records/make?

### Roleplay

- 6 Some of you are musicians or singers. Others are journalists who are going to interview them. Your teacher will give you some ideas. When you are ready, have the interview.

Guy

Suzie



## READING

### Celebrity interview

- 1 Which celebrities are in the news at the moment? Why are they in the news? What have they done?
- 2 Look at the article from *Hi! Magazine*. Who is the couple in the interview? Are there magazines like this in your country? What sort of stories do they have?
- 3 Read the article quickly and put these questions in the right place.

- 1 **Have there ever been times when you have thought 'This relationship isn't working'?**
- 2 **Terry, footballers are usually hard, but you seem very sensitive. Why is this?**
- 3 **You're both terribly busy in your separate careers. How do you find time to be together?**
- 4 **How did you two meet?**
- 5 **How do you find being superstars?**

- 4 Read the article again and answer the questions.
  - 1 Why are they famous?
  - 2 They are both successful in their careers. What have they done?
  - 3 In what ways are they normal people? What is not normal about their lives?
  - 4 What is their attitude to newspapers and 'other people'?
  - 5 Why do some people want them to split up?
  - 6 In what way is Terry unusual for a footballer?
- 5 Work in groups of three. Read the text aloud.

### Language work

- 6 Choose the correct tense.
  - 1 Donna and Terry *are / have been / were* married for two years.
  - 2 They *like / have liked / liked* watching TV on Saturday night.
  - 3 They *meet / have met / met* after a football match.
  - 4 They *have lived / live / lived* in their new home since April.
  - 5 Terry *plays / has played / played* for England over thirty times.

### Project

- 7 Buy a magazine like *Hi!* and find an interview with a famous person. Bring it into class and tell the class about it.

## THE POP STAR AND THE FOOTBALLER

# DONNA & TERRY FLYNN

## TALK TO *Hi!* MAGAZINE ABOUT THEIR LIVES

**This is the most famous married couple in the country. She is the pop star who has had six number one records – more than any other single artist. He has scored fifty goals for Manchester United, and has played for England over thirty times. Together they earn about £20 million a year. They invited *Hi! Magazine* into their luxurious home.**

?

**Donna:** A lot of the time since we've been together, one of us has been away. We really have to try hard to be together. We have both flown all over the world just to spend a few hours together.

**Terry:** Obviously, people say, 'Oh, you've got all this money, what are you going to spend it on?' But the best thing is that money buys us the freedom to be together.

?

**Donna:** It hasn't changed us. We are still the same people. Newspapers have told terrible stories about us, but it's all lies.

**Terry:** Our perfect Saturday night is sitting in front of the telly with a take-away. Our favourite programmes are *Blind Date* and *Friends*. You won't find photos of us coming out of pubs and clubs drunk, having spent the night with a whole load of famous people.



Donna says: 'I'm the happiest I've ever been.'

?

**Donna:** I went to one of his matches because I liked him and I wanted to meet him. It's funny, because I'm not really interested in football, so when I met him after the match, I didn't know what to say to him.

**Terry:** I'm very shy. We just looked at each other from opposite sides of the room. But I said to my mate, 'She's the one for me. I'm going to marry her one day.' Fortunately, she came to another game, and we started talking then.

?

**Donna:** Not really. Naturally, it's hard when you're away from each other, but in a way this has made us stronger.

▷





Donna and Terry have been married for just over two years. They have lived in their house since April. She says: 'He has good taste – but not as good as mine!'

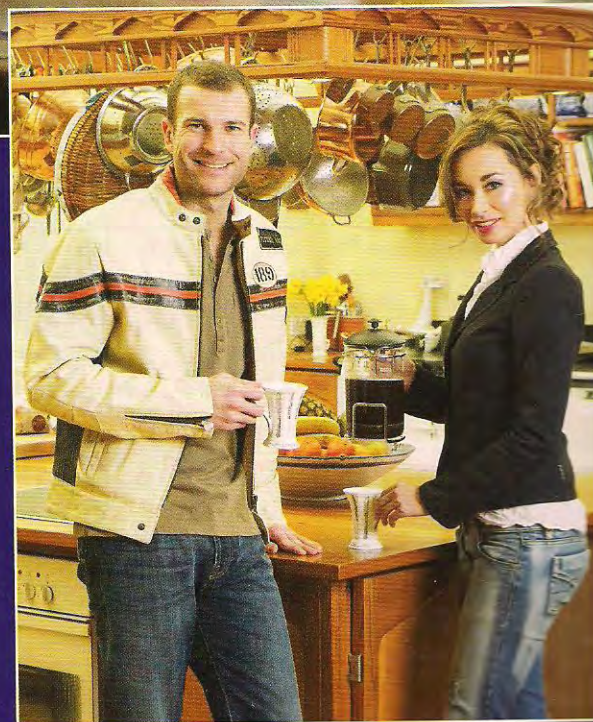
A lot of people would love to see us split up. People can be very unkind ...

**Terry:** Of course you have to be prepared to give and take in any relationship. There's a trust between us, and as long as that's there, we will last.

?

**Terry:** I think that when you meet the person that you want to spend the rest of your life with, you change. You become a softer person.

**Donna:** We mean the world to each other. Neither of us will do anything to spoil it. **H!!**





# VOCABULARY

## Adverbs

- 1 Many adverbs end in *-ly*.

slowly carefully usually

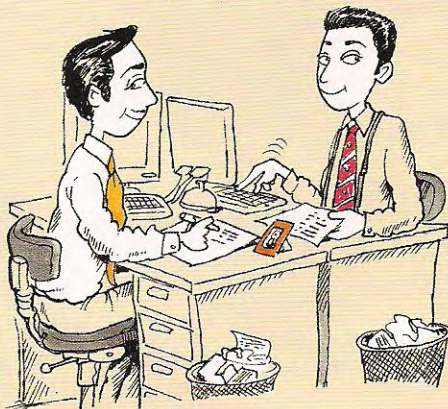
Find some more examples in the text on p58-9.

- 2 There are also many adverbs that don't end in *-ly*. Find these examples in the text.

together hard still just of course

- 3 Complete the sentences with one of these adverbs.

still  
nearly  
only  
of course  
together



- Bill and I work \_\_\_\_\_. We've been in the same office for four years.
- I called Tom at 10.00 in the morning, but he was \_\_\_\_\_ in bed.
- 'Do you like children?' '\_\_\_\_\_ I do. I adore them.'
- Kate is very fussy about food. She \_\_\_\_\_ eats pasta and crisps.
- She was very ill and \_\_\_\_\_ died, but fortunately, she got better.

- 4 Complete the sentences with one of these adverbs.

at last exactly too especially just

- I like all Russian novelists, \_\_\_\_\_ Tolstoy.
- 'I hate ironing.' 'Me, \_\_\_\_\_. It's so boring.'
- 'Are you telling me that we have no money?' '\_\_\_\_\_. Not a penny.'
- I met her on December 30, \_\_\_\_\_ before New Year.
- \_\_\_\_\_ I have finished this exercise. Thank goodness! It was so boring.

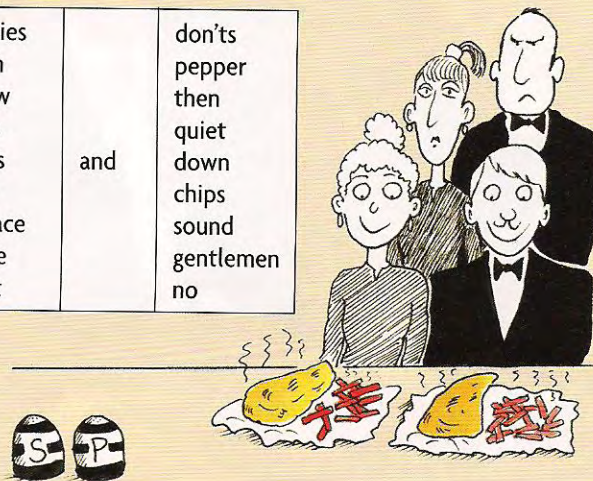
## Word pairs

- 1 There are many idiomatic expressions which consist of two words joined by *and*. Here is an example from the text on p59.

'Of course you have to be prepared to **give and take** in any relationship.'

- 2 Match the words.

ladies		don'ts
fish		pepper
now		then
yes		quiet
do's	and	down
up		chips
peace		sound
safe		gentlemen
salt		no



- 3 Complete the sentences with one of the expressions.

- 'Do you still play tennis?' 'Not regularly. Just \_\_\_\_\_, when I have time.'
- This is a pretty relaxed place to work. There aren't many \_\_\_\_\_.
- Here you are at last! I've been so worried! Thank goodness you've arrived \_\_\_\_\_.
- 'Do you like your new job?' '\_\_\_\_\_. The money's OK, but I don't like the people.'
- Sometimes there are too many people in the house. I go into the garden for a bit of \_\_\_\_\_.
- Good evening, \_\_\_\_\_. It gives me great pleasure to talk to you all tonight.
- 'How's your Gran?' '\_\_\_\_\_. There are good days, and then not such good days.'
- 'Here's supper. Careful! It's hot.' '\_\_\_\_\_! Yummy!'

**T 7.7** Close your books. Listen to the beginnings of the conversations and complete them.



# EVERYDAY ENGLISH

## Short answers

- 1 **T 7.8** Listen to the conversations. What's the difference between them?  
Which sounds more polite?

! 1 When we answer *Yes/No* questions, we often repeat a subject and the auxiliary verb. *Yes* or *No* on its own sounds impolite. Complete these short answers.

Do you like cooking? Yes, I do.

Is it raining? No, it isn't.

Have you been to France? Yes, I have.

Are you good at chess? No, I amn't.

Can you speak German? Yes, I can.

- 2 It also helps a conversation if you can add more information.

Do you like cooking? Yes, I do, actually, especially Thai food.

- 2 Complete the short answers. Continue with a line from the speech bubbles.

*I'm sorry. I haven't got a penny on me.*

*Why? What are you doing?*

*I prefer classical music.*

*It was a great game.*

*I went there last weekend with Frank.*

*But they give me a lot of freedom, too.*

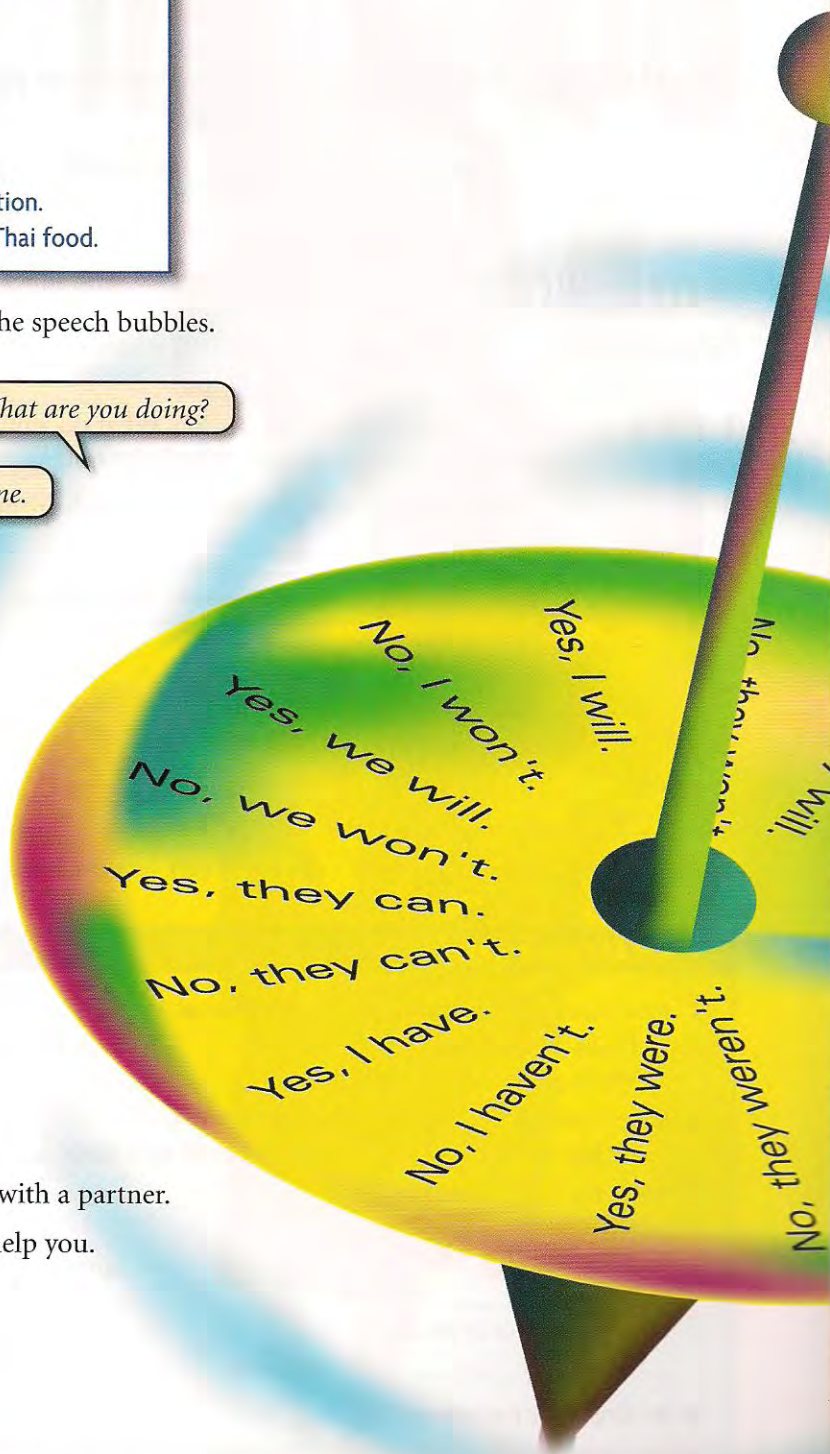
- 1 **A** Do you like jazz?  
**B** No,                     .
- 2 **A** Did you see the football last night?  
**B** Yes,                     .
- 3 **A** Have you got change for a pound?  
**B** No,                     .
- 4 **A** Have you tried the new pizza place?  
**B** Yes,                     .
- 5 **A** Are your parents quite strict?  
**B** Yes, I suppose                     .
- 6 **A** Are you doing anything this evening?  
**B** No,                     .

Choose one or two of the conversations. Continue them with a partner.

- 3 Think of questions to ask each other. Use these ideas to help you.

- Do you ... like/play/go/have ... ?
- Can you ... ride/speak/run/use ... ?
- Did you ... go/have/win/do ... last night?
- Have you ever ... been/seen/tried/had ... ?
- Are you ... going to/good at/afraid of ... ?
- Have you got ... a car/a CD player/a cat ... ?

- 4 Stand up and ask your questions. Use short answers in your replies.







# 8 Do's and don'ts

*have (got) to • should/must • Words that go together • At the doctor's*

## STARTER



What's true for you? Make sentences about your life.

**I have to ...**      **I don't have to ...**

- get up early every morning
- pay bills
- go to school
- work at the weekend
- do the housework

## WORK, WORK

*have (got) to*

- 1 **T 8.1** Listen to Steven talking about his job. What do you think his job is? Would you like his job? Why/Why not?
- 2 Complete the sentences from the interview with words from the box.

don't have to    have to    had to    Do you have to    didn't have to

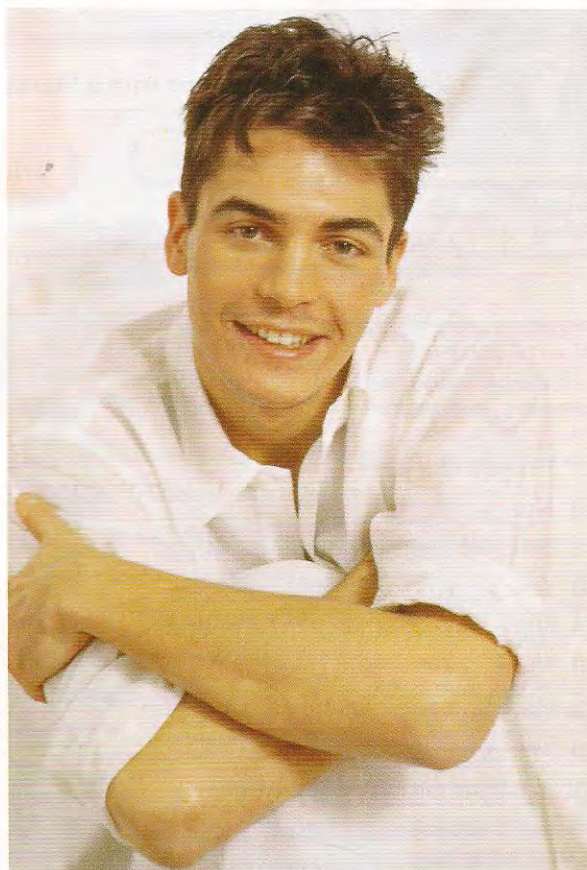
- I \_\_\_\_\_ work very long hours.  
 \_\_\_\_\_ work at the weekend?  
 I \_\_\_\_\_ do the washing-up.  
 We \_\_\_\_\_ learn the basics.  
 I \_\_\_\_\_ wait too long to get a job.

- 3 Change the sentences using *he*.    **He has to work very long hours.**

### GRAMMAR SPOT

- 1 *have/have got* can express possession or an action.  
     **I have** my own flat.  
     **We've got** an exam tomorrow.
- 2 *have/have got + infinitive* expresses obligation.  
     **He has to** work long hours.    **I've got to** go now. Bye!
- 3 Write the question and negative.  
     I have to get up early.  
     What time \_\_\_\_\_ you \_\_\_\_\_ up?  
     I \_\_\_\_\_ up early.  
     Put the sentence in the past.  
     Yesterday I \_\_\_\_\_ up early.

►► Grammar Reference 8.1 p137



**WHAT'S MY JOB?**  
**STEVEN BARNES**

- 4 What are some of the other things Steven has to do?



# PRACTICE

## Pronunciation

1 **T 8.2** Listen to these sentences. What are the different pronunciations of *have/has/had*?

- 1 ☐ I **have** a good job. ☐ I **have** to work hard.
- 2 ☐ He **has** a nice car. ☐ She **has** to get up early.
- 3 ☐ I **had** a good time. ☐ I **had** to take exams.

Put a–f in front of the sentences according to the pronunciation below.

- a /hæz/ b /hæv/ c /hæd/  
d /hæf/ e /hæs/ f /hæt/

**T 8.2** Listen again and repeat.

## Jobs

2 Work with a partner. Choose one of the jobs from the box, but don't tell your partner. Ask and answer *Yes/No* questions to find out what the job is.

shop assistant receptionist taxi-driver artist architect lawyer  
ambulance driver police officer nurse soldier decorator detective  
vet mechanic dentist housewife farmer plumber firefighter

Do you ... ?

- work inside
- earn a lot of money
- work regular hours

Do you have to ... ?

- wear a uniform
- use your hands
- answer the phone

*Do you work inside?*

*Yes, I do./No, I don't.*

3 Which of the jobs *wouldn't* you like to do? Why?

*I wouldn't like to be a farmer because they have to work outside all year.*

## Talking about you

4 In groups, discuss the questions. If you live at home with your parents, use the present tense. If you've left home, use the past tense.

- 1 What 

do
did

 you have to do to help in the house? What about your brothers and sisters?
- 2 Can 

you stay out as long as you
-----------------------------

want?
wanted?

 Or 

do
did

 you have to be home by a certain time?
- 3 Do 

you always have to tell your parents where you
--

are
were

 going?
- 4 How strict 

are
were

 your parents? What 

do
did

 they let you do?
- 5 What 

do
did

 you argue about?





# PROBLEMS, PROBLEMS

*should, must*

1 Match the problems and suggestions on the right. What advice would *you* give?

2 **T 8.3** Listen and complete the advice. Use the words from the box.

shouldn't	should
must	don't think you should

- I think you \_\_\_\_\_ talk to your boss.
- You \_\_\_\_\_ drink coffee at night.
- I \_\_\_\_\_ go on that boat trip next week.
- You \_\_\_\_\_ go to the dentist.

Practise the conversations with a partner.

3 Give advice to your friends.

- I'm overweight.
- I've got exams next week.
- My cat's ill.



- I'm always arguing with my parents.
- It's my parents' wedding anniversary soon.
- My car's making a funny noise.

## GRAMMAR SPOT

- Which sentence expresses a suggestion?  
Which sentence expresses strong obligation?  
You **should** go on a diet.  
You **must** go to the doctor's.
- Should* and *must* are modal verbs.  
He **must** be careful.  
You **shouldn't** drive when you're tired.  
What **should** she do?  
Do we add -s with *he/she/it*? Do we use *do/does* in the question and negative?
- We can make a negative suggestion with *I don't think ...*  
I **don't think you should** smoke so much.

► Grammar Reference 8.2–8.4 p137

## Problems

I'm working 16 hours a day.

I can't sleep.

I get seasick very easily.

I've had a terrible toothache for weeks.



## Suggestions

Don't drink coffee at night.

Go to the dentist.

Don't go on that boat trip next week.

Talk to your boss.



## PRACTICE

### Grammar

1 Make sentences from the chart.

If you want to ...		
learn English, do well in life, keep fit,	you have to you don't have to you should you shouldn't	work hard. do some sport. learn the grammar. go to university. buy a dictionary. smoke. believe in yourself. speak your language in class.

### A trip to your country

2 Someone is coming to stay in your country for six months. What advice can you give?

**You should bring warm clothes.**

**You have to have a passport.**

**You don't have to get a visa.**

**You must try our local speciality.**

Include advice about money, documents, clothes, health, accommodation, and food.



# LISTENING AND SPEAKING

## Holidays in January

- 1 Do many people in your country go on holiday in winter? Where do they go? Where would you like to go for a winter holiday? Write a sentence and read it to the class.

*I'd like to go to ... because ...*

- 2 **T 8.4** Listen to three people giving advice about visiting their country in the month of January. Complete the chart. Compare your answers with a partner.

	Weather and clothes	Things to do, places to go	Food and drink
Silvia			
Fatima			
Karl			

- 3 Answer the questions.

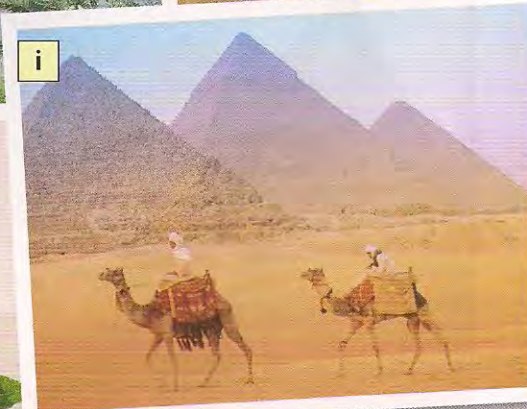
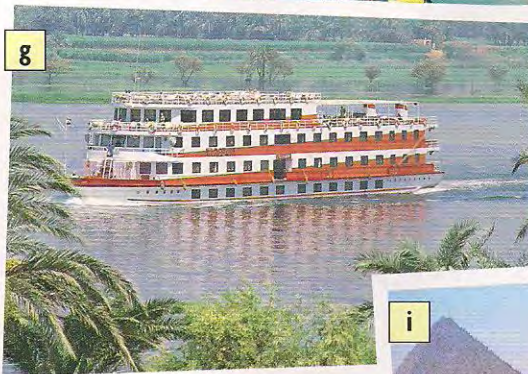
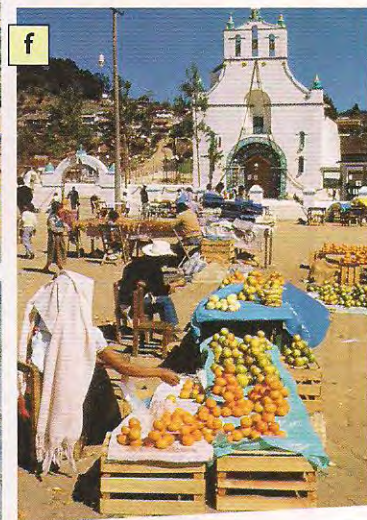
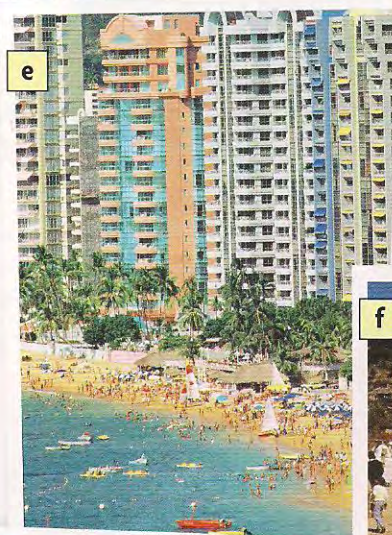
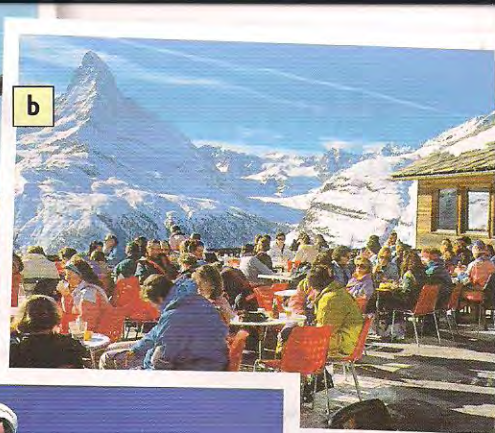
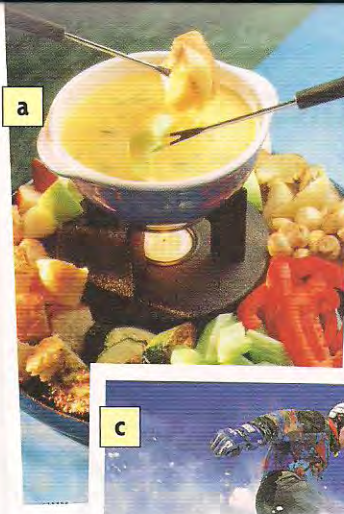
- Which countries are they talking about? How do you know?
- Look at the photographs. Which country do they go with?
- Who talked about sport? Which sport?
- Who talked about money? What did he/she say?
- Who suggested going on a boat trip? Where?
- Which of these countries would you like to visit in January? Why?

## Speaking

- 4 Put the words in the correct order to make questions.

- weather / is / like / in / what / the / January?
- take / clothes / what / should / I?
- can / things / sort / of / what / do / I?
- special / any / there / places / are / that / should / visit / I?
- food / you / recommend / do / what?

- 5 Work with someone from a different country, or choose another country you know. Ask and answer the questions.





1 These problems come from a newspaper column where people write in with a problem, and other members of the public give their advice. Read the problems. What advice would you give?

2 Match the readers' letters to these problems. There are two for each problem.

# DILEMMAS

with Vanessa Goodman



## THIS WEEK'S PROBLEMS

*Do I have to act my age?*

**Polly is 47.** Her husband has died and her children have left home. She is very successful in her career, and has a lot of friends, but she isn't satisfied. She longs to change her life. She wants to live abroad, paint, and write poetry, but her friends tell her she should stop being silly and act her age.

a ☐ ☐

*Must I be a slave to my mobile?*

**Jason's company** has bought him a mobile phone. They want him to keep it on all the time, so that they can contact him anywhere, anytime. He dislikes the idea of always being available, and he hates the way people use mobiles to have private conversations in public.

b ☐ ☐

*Should I throw my son out?*

**Sarah's 24-year-old son** lives at home, stays in bed till late, and watches TV all day. He's clever, but he dropped out of school. He's never had a job. His father wants to throw him out, but Sarah worries that he has some very unsuitable friends and could end up in trouble.

c ☐ ☐



## READERS' ADVICE

- 1 Children always need the support of their parents, whether they're four or 24. I think you should pay for him to get some qualifications, and when he's ready, \_\_\_\_\_ to find somewhere to live. Meanwhile, \_\_\_\_\_ him all the love that he needs.

**Jenny Torr**  
Brighton

- 2 I decided to give it all up and change my life dramatically three years ago. Since then, \_\_\_\_\_ the most exciting three years of my life. It can be scary, but if you don't do it, you won't know what you've missed. I don't think \_\_\_\_\_. Go for it.

**Mike Garfield**  
Manchester

- 3 He's using you. I think \_\_\_\_\_. It's time for him to go. Twenty-four is too old to be living with his parents. He's got to take responsibility for himself. And \_\_\_\_\_ about his unsuitable friends. Sometimes you have to be cruel to be kind.

**Tony Palmer**  
Harrow

- 4 Why \_\_\_\_\_ it? He isn't their slave, they don't own him. And I also can't stand the way people use their mobiles in restaurants, on trains and buses. They think that the people around them are invisible and can't hear. \_\_\_\_\_.

**Jane Sands**  
London

- 5 I think \_\_\_\_\_ before she gives up her job and goes to live abroad. Does she think that the sun will always shine? If there is something in her life that makes her unhappy now, this will follow her. She should take her time \_\_\_\_\_.

**Nigella Lawnes**  
Bristol

- 6 \_\_\_\_\_! He should have a word with his company and come to an arrangement with them. Why can't he turn it off sometimes? Mobile phones are great, and if he's got one for free, \_\_\_\_\_. They are one of the best inventions ever.

**Pete Hardcastle**  
Birmingham

- 3 Where do these lines go? Put a letter in the gaps.

- a ... you should tell him to leave home.
- b ... she should be very careful ...
- c ... you should help him ...
- d ... you should worry.
- e He must keep it!
- f ... before making a decision.
- g It is so rude.
- h ... he's very lucky.
- i I have had...
- j ... you must talk to him ...
- k ... you've got to give ...
- l ... should he accept ...

**T 8.5** Listen and check.

- 4 Which letter writer ... ?

- suggests waiting
- thinks love is the answer
- has been adventurous
- thinks that employers shouldn't exploit their employees
- loves mobile phones
- suggests being tough

The readers make very different suggestions. Who do you agree with?

### What do you think?

- How old are children when they leave home in your country?
- What do you think of people who use mobile phones in public?
- Do you think older people should act their age? Why/Why not?
- 'You have to be cruel to be kind'. Can you think of an example?

### Roleplay

With a partner, choose a situation and roleplay the conversation.

- Polly and one of her friends
- Jason and his boss
- Sarah and her husband

### Group work

In groups, write a letter to a problem page.

Exchange your letters and write a reply. Try to express sympathy with the problem and give some explanation, as well as practical advice.



# VOCABULARY

## Words that go together

- 1 Many verbs and nouns go together.

*tell a story    leave home*

Look at the chart on the right. Match a verb with a complement. They all appear in the letters and problems on p66–67.

Look at the letters again and check your answers.

- 2 Close your books. Try to remember the sentences that include the phrases from the box.
- 3 Two nouns can go together. There are no rules about spelling.

post office    headache    horse-race

The stress is usually on the first word.

Match the nouns to make new words.

alarm	cream
car	glasses
traffic	table
credit	coat
ice	lights
sun	card
time	park
rain	clock

hair	case
sun	drier
ear	quake
sign	post
book	ring
rush	lighter
cigarette	set
earth	hour

**T 8.6** Listen and check.

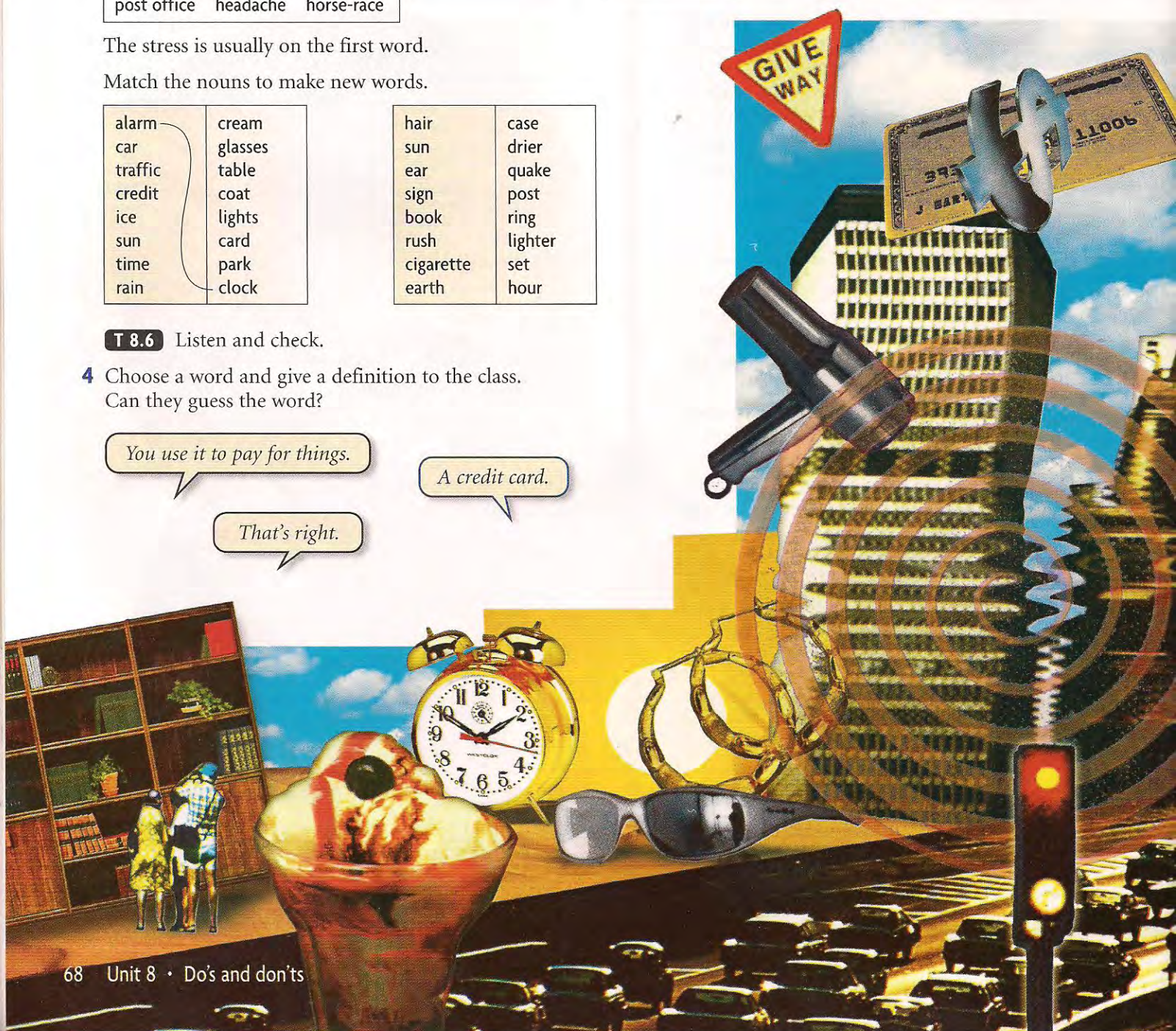
- 4 Choose a word and give a definition to the class.  
Can they guess the word?

*You use it to pay for things.*

*A credit card.*

*That's right.*

Verbs	Complements
live	being silly
write	your age
stop	abroad
act	responsibility
take	poetry
take	your job
stay	what you've missed
don't know	a word with someone
have to be	in bed
give up	your time
have	cruel to be kind





## EVERYDAY ENGLISH

### At the doctor's

- 1 Complete the chart with an illness or a symptom.



diarrhoea  
food poisoning  
'flu

It hurts when I walk on it.  
My glands are swollen, and it hurts when I swallow.  
I can't stop sneezing and my nose is runny.

Illnesses	Symptoms
I've got a cold.	
I've got _____.	I've got a temperature, my whole body aches, and I feel awful.
I've twisted my ankle.	
I've got _____.	I keep going to the toilet.
I've got a sore throat.	
I've got _____.	I keep being sick, and I've got diarrhoea.

What's the difference between these sentences?

*I feel sick. I was sick last night.*

- 2 Put the sentences in the correct order.

- ☐ 1 I didn't feel very well.
- ☐ 2 She took my temperature and examined me.
- ☐ 3 After a few days, I started to feel better.
- ☐ 4 I went to the surgery and saw the doctor.
- ☐ 5 I went to the pharmacy, paid for the prescription, and got some antibiotics.
- ☐ 6 I phoned the doctor's surgery and made an appointment.
- ☐ 7 She told me I had an infection.
- ☐ 8 I explained what was wrong.
- ☐ 9 She gave me a prescription.

- 3 **T 8.7** You will hear a conversation between Hassan, a student from Syria, and a doctor. Answer the questions.

- 1 What are Hassan's symptoms?
- 2 What questions does the doctor ask?
- 3 What does the doctor think is the matter with Hassan?
- 4 What does she prescribe?
- 5 What advice does she give him?
- 6 Does he have to pay for anything?

- 4 Look at the tapescript on p124. Practise with a partner.

- 5 Make similar conversations with other symptoms.







# 9

## Going places

Time clauses • *if* • Hot verbs • In a hotel

### STARTER



What do you think you will do if the weather is nice this weekend?  
What will you do when you get home this evening?

### PLANNING A TRIP

#### Time and conditional clauses

1 Clare and her friend Sally are planning a trip. Complete the sentences with phrases from the box below.

- 1 We're travelling round the world ... ☒ c
- 2 We're going to leave ... ☐
- 3 ☐ ... we're going to learn to scuba dive on the Great Barrier Reef.
- 4 ☐ ... we'll look after each other.
- 5 ☐ ... we're going to the USA.
- 6 We can stay with my American cousins ... ☐
- 7 Our parents will be worried ... ☐
- 8 We'll stay in the States ... ☐

- a while we're in Los Angeles.
- b If we get ill,
- c before we go to university.
- d until our visa runs out.
- e When we're in Australia,
- f as soon as we have enough money.
- g if we don't keep in touch.
- h After we leave Australia,

**T 9.1** Listen and check.

2 Cover the box. Practise the sentences.

#### GRAMMAR SPOT

- 1 Underline the words in the box that introduce the clauses, e.g. *while*
- 2 Which tense are all the verbs in the box? Do they refer to the present or the future?
- 3 What are the different future forms in Clare and Sally's sentences?
- 4 What's the difference between these sentences? Which one is sure? Which one is possible?  
**When** I get home, I'll have something to eat.  
**If** there isn't any food, I'll get a pizza.

▶▶ Grammar Reference 9.1–9.3 p138





# PRACTICE

when, as soon as

1 Complete the sentences with your ideas.



T 9.2 Listen and compare your answers.

What if ... ?

2 Look at these hopes for the future. Make sentences using *If ... will ...*

If I don't go out so much, I'll do more work.  
If I do more work, I'll ...

IF ...

I don't go out so much  
↓  
do more work  
↓  
pass my exams  
↓  
go to university  
↓  
study medicine  
↓  
become a doctor  
↓  
earn a good salary.

IF ...

I stop smoking  
↓  
have more money  
↓  
save some every week  
↓  
be rich when I'm thirty  
↓  
have my own business  
↓  
make a lot of money  
↓  
retire when I'm forty.



## What will you do?

- 3 Work with a partner. One of you is going skiing for the first time. The other sees all the problems. Use these ideas to help you.

What will you do if there's no snow?

We'll go walking.

- don't like the food
- it rains
- don't learn to ski
- hurt yourself
- there's nothing to do in the evening
- don't make any friends
- lose your money
- get lost in a snowstorm



Make a similar conversation about going on safari for the first time.



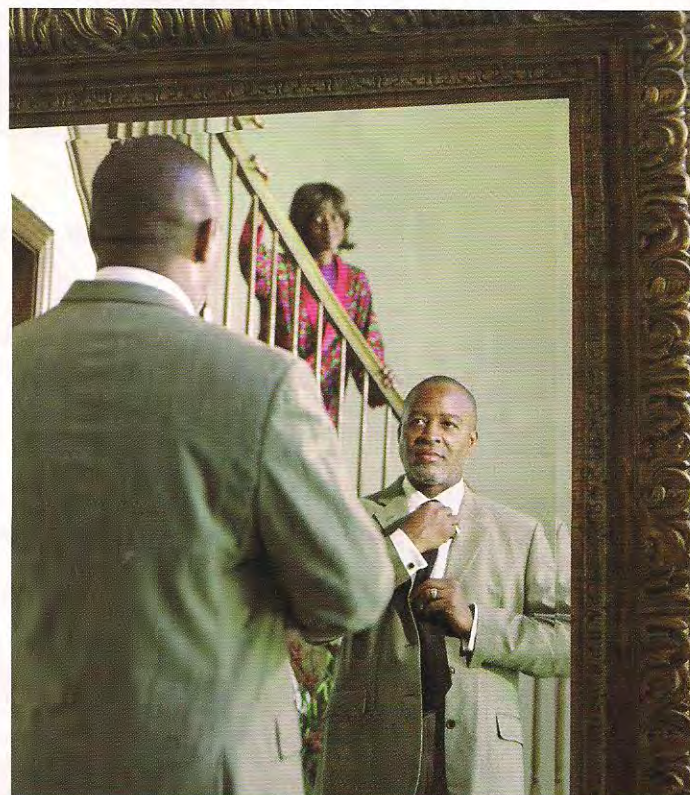
## Discussing grammar

- 4 Complete the sentences with *when*, *if*, *before*, or *until*.

- 1 I'll have a bath \_\_\_\_\_ I go to bed.
- 2 I'm coming to London tomorrow. I'll ring you \_\_\_\_\_ I arrive.
- 3 \_\_\_\_\_ it's a nice day tomorrow, we can go swimming.
- 4 Wait here \_\_\_\_\_ I get back.
- 5 \_\_\_\_\_ you have any problems, just ask for help.
- 6 I want to get home \_\_\_\_\_ it gets dark.
- 7 I'm going to have driving lessons \_\_\_\_\_ I pass my test.
- 8 Give me your address \_\_\_\_\_ you go home.

## When I get to New York...

- 5 Put the verbs in brackets in the correct tense. Put *if*, *when*, *while*, or *as soon as* into each box.



**Mary** Bye, darling. Have a good trip to New York.

**Paul** Thanks. I'll ring \_\_\_\_\_ (ring) you **as soon as** I arrive at the hotel.

**Mary** Fine. Remember I \_\_\_\_\_ (go) out with Jenny this evening.

**Paul** Well, \_\_\_\_\_ you \_\_\_\_\_ (be) out \_\_\_\_\_ I \_\_\_\_\_ (ring), I \_\_\_\_\_ (leave) a message on the answerphone so you'll know I've arrived safely.

**Mary** Great. What time do you expect you'll be there?

**Paul** \_\_\_\_\_ the plane \_\_\_\_\_ (arrive) on time, I \_\_\_\_\_ (be) at the hotel about 10.00.

**Mary** All right. Give me a ring \_\_\_\_\_ you \_\_\_\_\_ (know) the time of your flight back, and I \_\_\_\_\_ (pick) you up at the airport.

**Paul** Thanks, darling. Don't forget to water the plants \_\_\_\_\_ I \_\_\_\_\_ (be) away.

**Mary** Don't worry. I won't. Bye!

**T 9.3** Listen and check.



## LISTENING AND SPEAKING

### Life in 2050

- 1 Read this description of the airline of the future:

*'There will be just two crew members, a pilot and a dog. The pilot's job is to feed the dog. The dog's job is to bite the pilot if he tries to touch anything.'*

What does this story say about life in the future?

- 2 You will hear an interview with Michio Kaku, Professor of Theoretical Physics at City University, New York. He has written a book, *Visions*, which explains how science will revolutionize the 21st century.

He is asked these questions.

- Are you optimistic about the future?
- Are we ready for the changes that will come?
- Is world population going to be a big problem?
- What will happen to people who don't have computers?
- Will there be a world government?
- Will we have control of everything?
- What are your reasons for pessimism?

Discuss your opinions on these subjects.

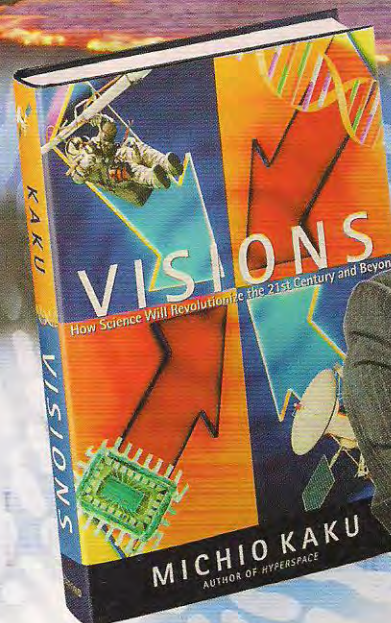
- 3 **T 9.4** Listen to the interview. Make notes on Michio Kaku's answers.

- 4 Answer the questions.

- 1 What does Michio Kaku say will continue into the twenty-first century?
- 2 How do some people react to the new technology? What is his reaction?
- 3 Why will the population of the world stop increasing?
- 4 Why will we need a world government?
- 5 What are some of the things we will be able to control?
- 6 What examples does he give of the behaviour of 'stupid' people?

### What do you think?

Michio Kaku obviously believes in the power of science. What isn't he so sure about? Do you agree?





## READING AND SPEAKING

### The world's first megalopolis

1 Are these statements about China true or false?

- China is a communist country.
- One in five people in the whole world is Chinese.
- Chinese families can only have one child.
- Chinese people love tradition.
- Chinese people prefer bicycles to cars.
- The biggest city in the world is in China.

2 Read the newspaper article about Pearl River City. Which of the subjects in exercise 1 are talked about?

3 On the map find the following:

- Shenzhen
- Pearl River Estuary
- Guangzhou
- the Hopewell Highway

4 Answer the questions.

- 1 Has this city got a name yet?
- 2 Why is it ugly? Why is it exciting?
- 3 What are some of the statistics about Shenzhen that make it a remarkable place?
- 4 In what ways is China changing? Why were Deng Xiaoping's words significant?
- 5 How are the people changing? Why do they want to own a car?
- 6 What does Shenzhen look like?
- 7 Why will this city be important in the 21st century?
- 8 What do these numbers refer to?

1982	thousands
3 million	six months
less than ten years	two hours
40 million	four hours

### What do you think?

- In groups, write what you think are the ten largest cities in the world. Compare your list with the class. Your teacher will tell you the answer.
- Make a list of some of the problems that these cities face. Decide which are the three most important problems. Compare your ideas with the class.



To the north of Hong Kong, the world's biggest city is growing. It hasn't got a new name yet, but it will probably be called Pearl River City.

**Jonathon Glancey** visits this ugly, exciting mess.







# Megalopolis

**T**he town of Shenzhen, just forty kilometres north of Hong Kong, is the world's biggest building site. In 1982 it was a fishing village with two main roads, fields, and a population of 30,000. Now it has a population of 3 million. It is growing at an incredible speed. It's spreading north towards Guangzhou (also known as Canton) and west towards Macau. The Chinese government hopes that in less than ten years this area will be the biggest city on earth, with a population of 40 million people.

China is changing. It is no longer a country where absolutely everything is owned and controlled by the state. Developers are welcome. As Deng Xiaoping, the Chinese leader, said in 1992, 'To get rich is glorious'. The old China of bicycles and Little Red Books is disappearing. A world of mobile phones and capitalism is arriving.

The Chinese people seem to welcome dramatic change. They don't worry about losing traditional ways of life. They want the new. As the posters on the sides of the highways shout, 'Development is the only way.'

Shenzhen is a shocking place, like nowhere else on earth that I have ever seen. It is a city with no boundaries and no centre. There are new concrete office blocks, factories, and housing blocks as far as the eye can see. Not just dozens of new buildings, nor even hundreds, but thousands. And it is all happening so fast. It takes just six months to design, build, and finish a 60-storey, air-conditioned skyscraper. As one architect said to me, 'If you move too slowly here, someone will walk over you.'

The new Hopewell Highway runs from Shenzhen to Guangzhou, and it takes just two hours to do the 123 kilometres. This superhighway will become the main street of a huge new city, as it gets bigger and bigger until the east meets the west, and the countryside in the middle disappears under concrete.

There will of course be more and more cars on the road. People don't want bicycles. If you have a car, it means you have made money. So the traffic will be like in Bangkok, where people spend four hours commuting every day. People eat and work in their car.

Pearl River City very nearly exists. It will probably be the world's First City, the greatest city on earth. It won't be beautiful, but its power, energy, and wealth will be felt in all corners of the world.



## VOCABULARY

### Hot verbs – take, get, do, and make

- 1 The verbs *take*, *get*, *do*, and *make* are very common in English. Find these examples in the text about China:

**get** rich   it **gets** bigger and bigger   you have **made** money  
it **takes** two hours **to do** 123 kilometres

- 2 Here are some more examples.

**A** How long does it take you to get ready in the morning?

**B** It takes me about fifteen minutes.

**A** How long does it take you to get to school?

**B** I can get here in twenty minutes.

**A** Do you get tired in the evening?

**B** Yes. Especially if I've done a lot of homework.

**A** Do you make a lot of mistakes in English?

**B** Well, I do my best, but I still make a few mistakes.

Ask and answer the same questions with a partner.

- 3 Put the words and phrases from the box in the correct column.

some shopping   back home   two tablets a day   a cold  
angry   sure   friends   up your mind   a photo  
somebody out for a meal   me a favour   a reservation  
on well with someone   a complaint   care

TAKE	GET	DO	MAKE

- 4 Complete the sentences with one of the verb phrases. Use the correct form of the verb.

- I \_\_\_\_\_ while I was in Paris. I bought myself a new sweater.
- 'I don't know if I want coffee or tea.' '\_\_\_\_\_. You can't have them both.'
- Bye-bye! See you soon. \_\_\_\_\_ of yourself.
- Aachoo! Oh dear. I think \_\_\_\_\_.
- 'Are the doors locked?' 'I think so, but I'll just \_\_\_\_\_.'

**T 9.5** Listen and check.

- 5 Discuss these questions with a partner.

- How long does it take to get from your school to the station? From your home to work?
- When did you last do someone a favour/make a complaint/take a photo/get angry?
- What time did you get home last night?
- Do you get on with your parents/your neighbours?
- Do you find it easy to make friends?
- Is your English getting better?

## EVERYDAY ENGLISH

### In a hotel

- What is the best hotel in your city? What facilities does the hotel have?
- Ask and answer questions with a partner about the Grand Hotel.

Where's the conference centre?

On the second floor.

### The Grand Hotel

Ground Floor	Reception City Café
First Floor	Dining Room Buckingham Rooms
Second Floor	Conference Centre Panorama Restaurant
Top Floor	Gym
Basement	Swimming pool





- 3 Put the lines from the telephone conversation between the receptionist and client in the right order.

**Receptionist** Hello, the Grand Hotel. Cathy speaking. How can I help you?

**Client** reservation / make / like / a / I'd / to / please

**Receptionist** Certainly. When is it for?

**Client** It's for two nights, the thirteenth and the fourteenth of this month.

**Receptionist** single / want / do / room / or / double / a / And / you / a

**Client** A single, please.

**Receptionist** OK. Yes, that's fine. I have a room for you. And your name is?

**Client** Robert Palmer.

much / you / Can / it / tell / how / is / me

**Receptionist** Yes. That's £95 a night. Can I have a credit card number, please?

**Client** Yes, sure. It's a Visa. 4929 7983 0621 8849.

**Receptionist** Thank you.

number / could / And / phone / I / have / a

**Client** Uh huh. 01727 489962.

**Receptionist** That's fine.

forward / look / seeing / on / you / We / to / thirteenth / the

. Bye-bye.

**Client** Thanks a lot. Goodbye.

**T 9.6** Listen and check.

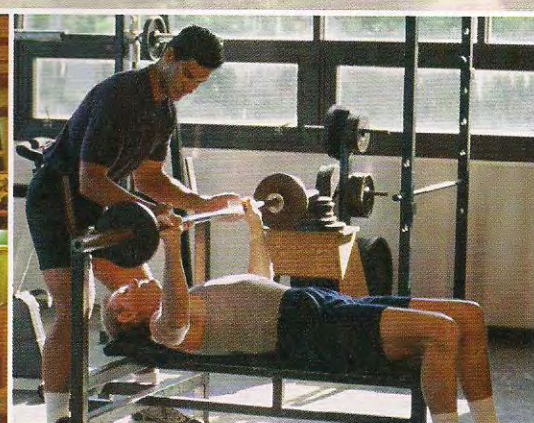
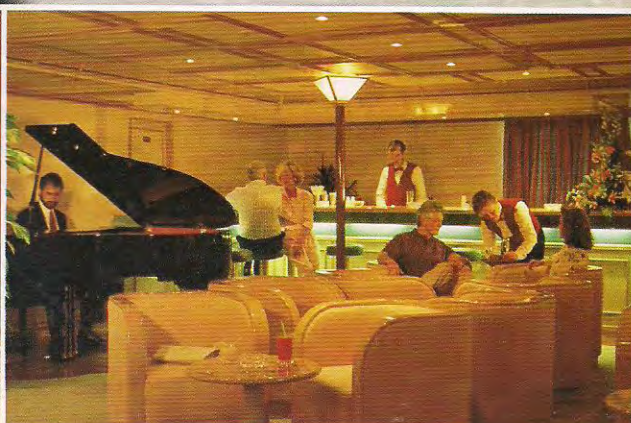
- 4 With a partner, roleplay the conversation between Robert Palmer and the receptionist as he checks into the hotel.

*Good evening.*

*Hello. I have a reservation. My name's Robert Palmer.*

- 5 Roleplay these conversations with your partner. Phone Reception from your room. Make these requests.

- You can't get the TV to work.
- You'd like an extra pillow.
- You'd like to order Room Service.
- You'd like a wake-up call at 7.00 tomorrow morning.







# 10

## Scared to death

Verb patterns 2 - *manage to, used to* - *-ed/-ing* adjectives - Exclamations

### STARTER



1 What are these people afraid of? How do they feel?



2 What are you afraid of? Why?

### A WALK WITH DEATH

#### Verb patterns and infinitives

1 Look at the photograph. Does the path look safe to you?

Read about Paul Lay's adventure. How did he feel at different times in the story?

2 Complete the text using these words.

began to feel    started aching  
used to have    went camping  
decided to stand up

**T 10.1** Listen and check.

3 Answer the questions.

- 1 What is Paul Lay's hobby?
- 2 What did he use to do with his father?
- 3 Does he go to the same place every year?
- 4 Is the King's Way in good condition?
- 5 Why couldn't he have a rest?
- 6 Why didn't he enjoy the walk?

## Don't look down



### Paul Lay dances with death in the mountains of southern Spain

I have always enjoyed walking.

When I was a boy, I used to go walking at weekends with my father. We (1) \_\_\_\_\_ and climbing together.

I try to visit a new place every year. Last year I decided to walk a path in Spain called *El Camino del Rey*, which means the King's Way. It is one of the highest and most dangerous footpaths in Europe. It used to be very safe, but now it is falling down.

I took a train to the village of El Chorro and started to walk towards the mountains. I was very excited. Then the adventure began.

The path was about three feet wide and there were holes in it. It (2) \_\_\_\_\_ a handrail, but not any more. I didn't know what to do - should I go on my hands and knees, or stand up? I (3) \_\_\_\_\_ and walk very slowly. At times the path was only as wide as my two boots. I stopped to have a rest, but there was nowhere to sit.

I (4) \_\_\_\_\_ very frightened. It was impossible to look down or look up. I was concentrating so hard that my body (5) \_\_\_\_\_. There was no thrill of danger, no enjoyment of the view. I thought I was going to die.

I finally managed to get to the end. I was shaking, and I was covered in sweat from heat and fear. I fell to the ground, exhausted.



## GRAMMAR SPOT

- 1 Are these verbs followed by the infinitive or *-ing* in the text?

enjoy try decide start begin manage

- 2 Find the examples of *used to* + infinitive.  
*Used to* expresses a past action which doesn't happen any more.

*I used to play games with my brother, but now I don't.*

Notice the pronunciation /ju:st tu/.

- 3 Complete these examples from the text.

I used to go \_\_\_\_\_ at weekends.

I didn't know what \_\_\_\_\_.

I stopped \_\_\_\_\_ a rest.

It was impossible \_\_\_\_\_ down.

There was nowhere \_\_\_\_\_.

►► Grammar Reference 10.1–10.4 p139

## PRACTICE

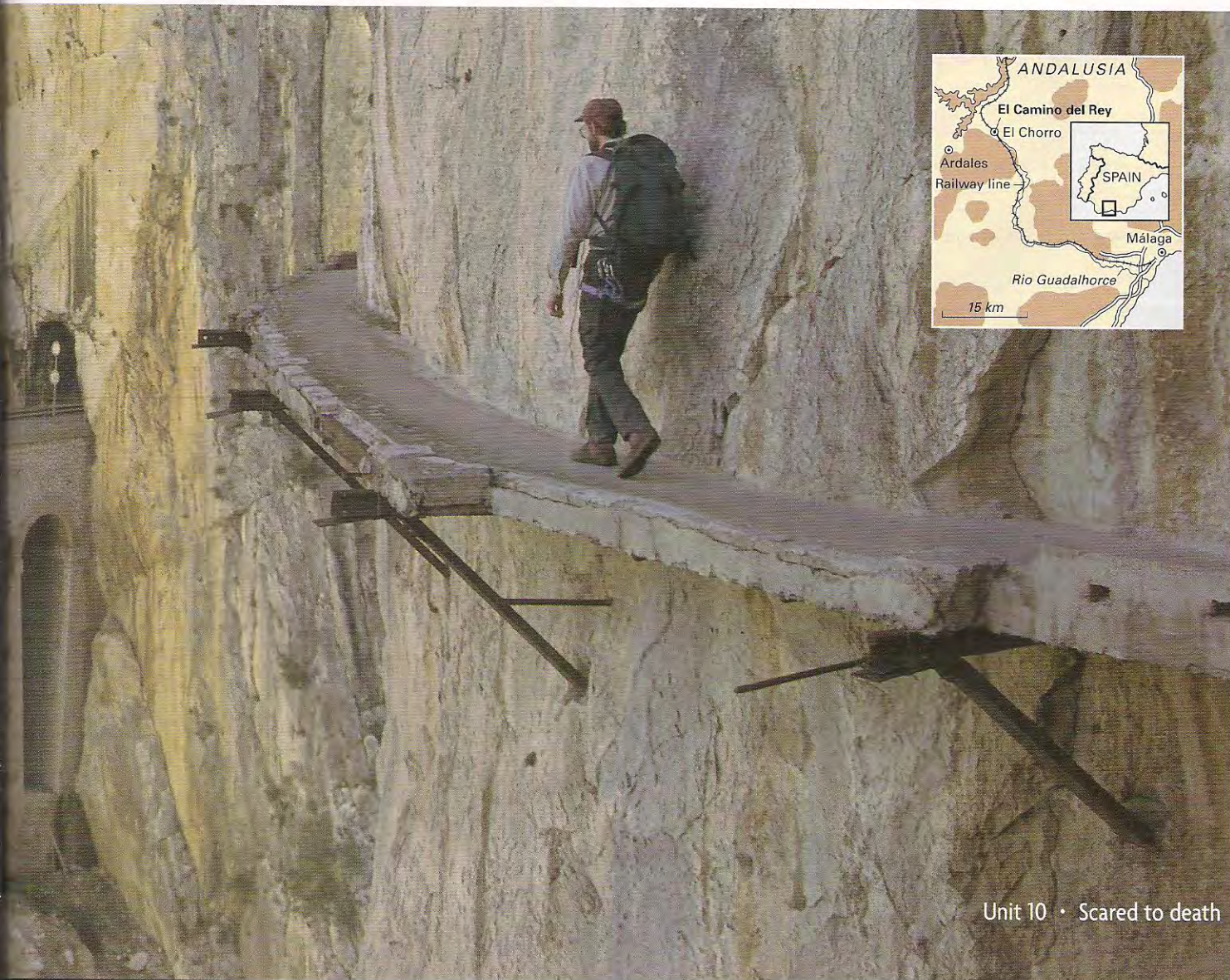
### Discussing grammar

- 1 Complete these sentences with the verb *swim* in the correct form.

- 1 I go \_\_\_\_\_ every summer.
- 2 I started \_\_\_\_\_ when I was six.
- 3 I tried \_\_\_\_\_ in the sea, but it was too rough.
- 4 My instructor made me \_\_\_\_\_ up and down the pool.
- 5 I enjoy \_\_\_\_\_ very much.
- 6 Dave used \_\_\_\_\_ when he was younger, but not any more.

- 2 Choose the correct form.

- 1 I've decided *stop* / *to stop* / *stopping* smoking.
- 2 I managed *find* / *to find* / *finding* my passport.
- 3 Let's go *shop* / *to shop* / *shopping*!
- 4 Please let me go / *to go* / *going* to the picnic!
- 5 Would you like something *eat* / *to eat* / *eating*?
- 6 I need a recipe for a cake that's easy *make* / *to make* / *making*.

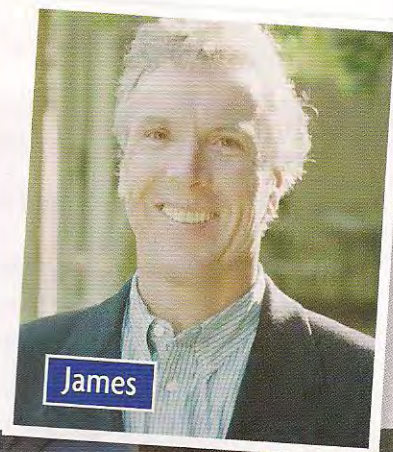




## When I was young, I used to ...

- 3 **T 10.2** Listen to James talking about his childhood and his life now. Complete the chart. Write one sentence with *used to* for each question.

	Life as a child
1 What/do at the weekend?	
2 What/do in the evening?	
3 Where/go on holiday?	
4 What sports/play?	
5 What TV programmes/like?	
6 What food/like?	



Ask and answer the questions above with a partner about your life now and your life as a child.

*What do you do at the weekend?*

*I usually go shopping and ...*

*What did you do when you were a child?*

*I used to play with my friends and ...*

## Infinitives

- 4 Why do you go to these places?

*Why do you go to the hairdresser's?*

*To have a haircut.*

- the post office
- a petrol station
- a bookshop
- the pharmacy
- the library
- the market

With your partner, ask and answer questions about more places.

- 5 Make sentences with a line in **A**, a word in **B**, and an infinitive in **C**.

A	B	C
1 I'm hungry. I need	how	to say to you.
2 I'm going to a formal dinner, but I don't know	anything	to talk to.
3 My CD player's broken. Can you show me	where	to eat.
4 Don't talk to me. I have	sombody	to wear.
5 Do I turn left or right? I don't know	how much	to repair it?
6 I'm bored. I haven't got	nothing	to do.
7 'Can you get some meat?' 'Sure. Tell me	something	to go.
8 I feel lonely. I need	what	to buy.

- T 10.3** Think of some replies. Then listen and compare your answers.

## Check it

- 6 Choose the correct form.

- 1 I went to the shops *for to buy / for buy / to buy* some shoes.
- 2 Do you enjoy *read / reading / to read*?
- 3 When I was young, I used *to go / go / going* ice-skating.
- 4 He told me he is moving to Canada. I didn't know what *say / to say / saying*.
- 5 When we were on holiday, we went *swim / to swim / swimming* every day.



# VOCABULARY

## -ed/-ing adjectives

1 How can you describe the experiences below? Use an adjective from the box.

frightening exciting surprising terrifying boring exhausting

- You get stuck in a lift.
- You go on a 15-mile walk, then climb three mountains.
- You go on the biggest roller coaster in the world.
- You find a spider in the bath.
- Someone shows you their holiday photos for hours and hours ...
- Your teacher says 'You're all such wonderful students that I won't give you any more homework.'

2 How do the people in the photos feel?

He's **frightened**.

**T 10.4** Listen and practise the pronunciation of these words.

- 1 -ing adjectives describe a situation, person, or thing.  
 an **interesting** life  
 a **boring** teacher  
 an **exciting** film
- 2 -ed adjectives describe how people feel.  
 I'm very **interested** in modern art.  
 We were **bored** at the end of the lesson.  
 She's **excited** about going on holiday tomorrow.

3 Complete the sentences. Use one of these adjectives.

excit-	
frighten-	
bore-	-ed
interest-	
confus-	
disappoint-	-ing
worry/worri-	
surpris-	

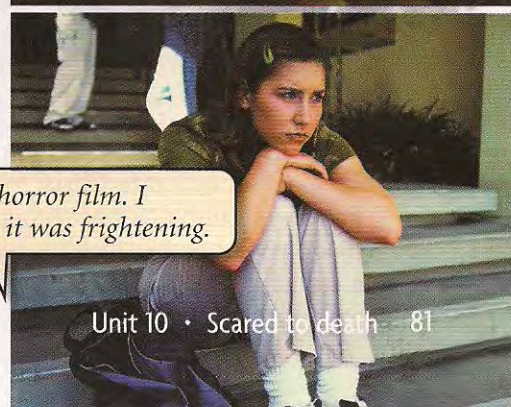
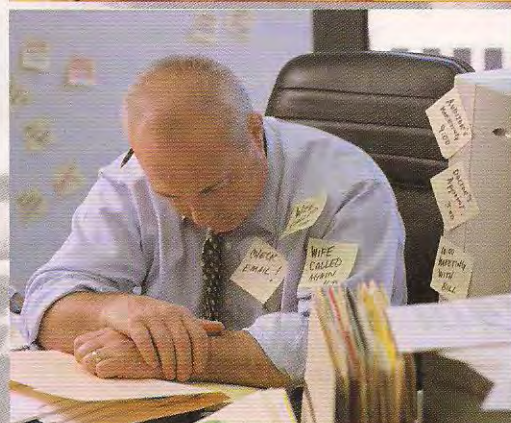
- 'I met a famous film star today.' 'Really? How \_\_\_\_\_!'
- 'I spent four hours going round a museum.' 'Was it \_\_\_\_\_?'  
'No, it was \_\_\_\_\_.'
- 'I haven't heard from my parents for two months.' 'You must be \_\_\_\_\_.'
- 'Wow, Maria! What are you doing here?' 'Why are you so \_\_\_\_\_ to see me?'
- I failed my exam. I worked really hard for it. I'm so \_\_\_\_\_.
- 'Smoke started to come from the front of the plane.' 'Weren't you \_\_\_\_\_?'
- My computer's broken, and I don't understand the manual. It's so \_\_\_\_\_.

**T 10.5** Close your books. Listen to the beginnings of the lines. Complete them.

4 What have you seen on television or in the cinema recently? What books have you read? What did you think of them? Tell a partner.

*I read a spy novel.  
It was very exciting.*

*I saw a horror film. I  
thought it was frightening.*





## READING AND SPEAKING

### Into the wild

- 1 Describe what you can see in the photograph. Which country do you think it is? What makes life difficult for people who live here?
- 2 Read the introductory paragraph and the words in **bold**. In pairs, decide whether these statements are true (✓) or false (X).
  - Chris McCandless died very young.
  - He loved nature and a simple life.
  - He was killed by hunters.
  - He wanted to die.
  - He didn't enjoy his life.
  - He knew he was dying.

What do you want to know about Chris?

- 3 Read to the line ending "... *Thank you!*" his diary reads." and answer the questions.
  - 1 Did Chris keep in touch with his parents?  
When did they last hear from him?
  - 2 Why did he get rid of his car and burn his money?
  - 3 What did he need? What didn't he need?
  - 4 In what way was his life rich?
- 4 Read to the line ending "... *I didn't know where he was.*" Choose the best answer.
  - 1 Chris didn't get on with his father because his father
    - ☐ had a lot of money.
    - ☐ didn't let Chris work in the family business.
    - ☐ tried to tell Chris what to do.
  - 2 When the parents didn't hear from Chris,
    - ☐ the police got in touch with them.
    - ☐ they got in touch with the police.
    - ☐ they did nothing.
  - 3 In July 1992
    - ☐ his mother dreamt that she heard Chris calling her.
    - ☐ his mother is sure that she heard Chris calling her.
    - ☐ Chris phoned his mother for help.

- 5 Read to the end. Correct the mistakes in this summary.

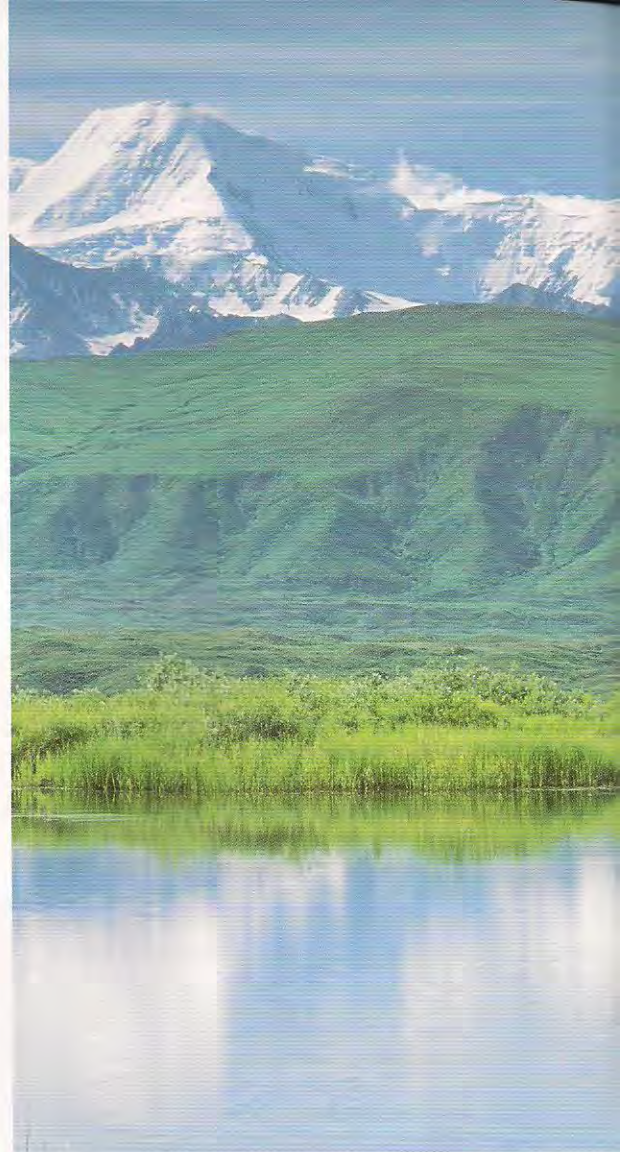
Chris got the train to Alaska, and arrived in May, 1992. He lived in a bus, and there was a bed and a bath in it. He was very happy. There was lots to eat – small animals, and fruit and vegetables, which he grew himself.

After five months of living alone, he started to feel ill. He had no strength because he was eating poisonous plants, but he didn't know that this was the reason. He continued eating. He died of food poisoning.

He knew he was dying. He wrote a letter to his parents, and took a photo of himself. He seemed happy to die in these circumstances.

### What do you think?

- What was important to Chris? What wasn't important?
- What do you think he was trying to do?
- Why do young people feel the need to break away from their parents?



**In April 1992, Chris McCandless, a young man from a wealthy American family, hitchhiked to Alaska. Four months later, his dead body was found by a group of hunters. Jon Krakauer investigated the story.**

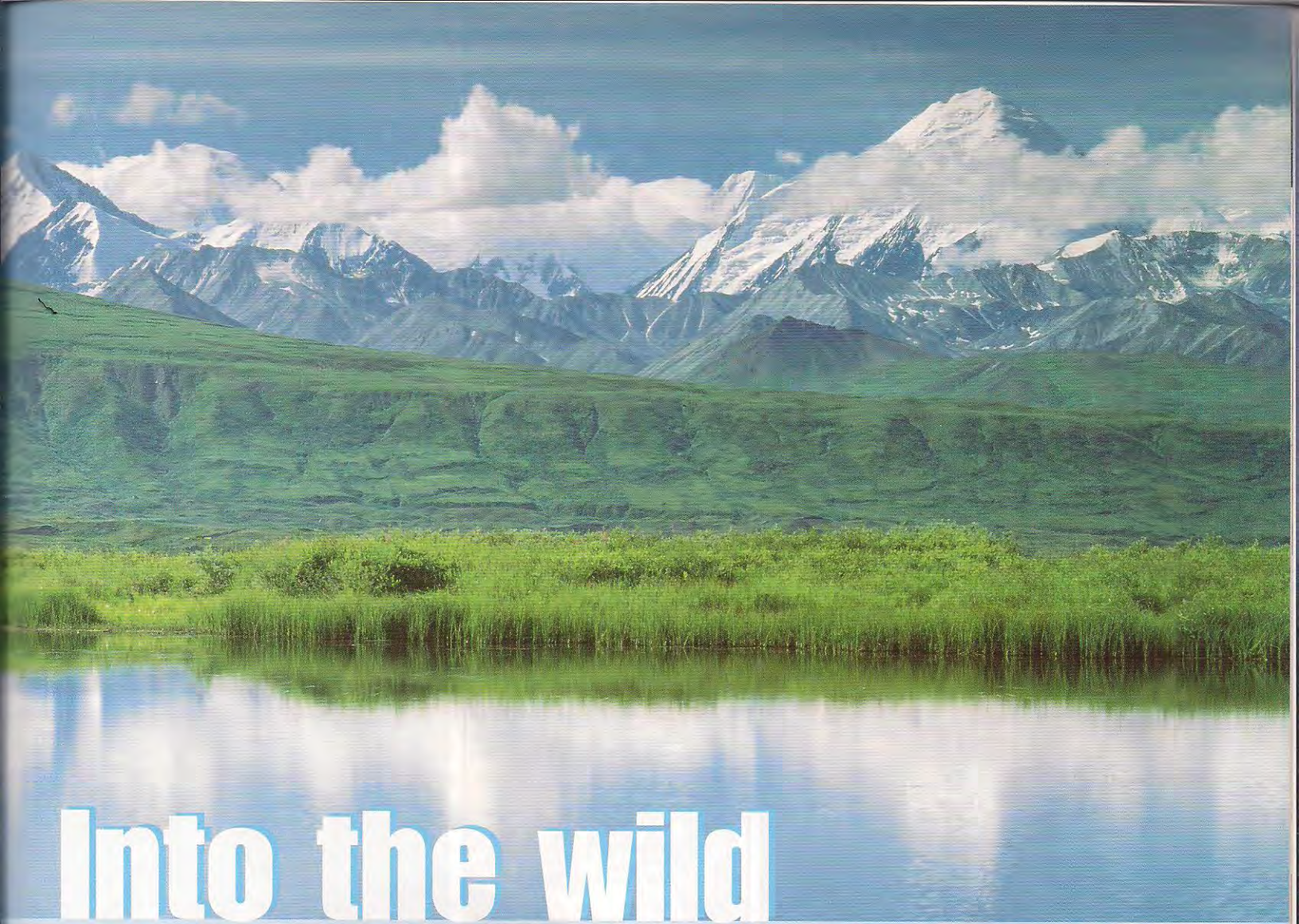
**W**hen Chris McCandless graduated from Emory University, Atlanta, in June 1990, he sent his parents a letter containing his final reports. His letter ended 'Say 'Hi' to everyone for me.'

No one in Chris's family ever heard from him again.

He drove west out of Atlanta, and invented a new life for himself with a new name. He left his car in some woods and burned all his money, because, as he wrote in his diary, **'I need no possessions. I can survive with just nature.'**

For the next two years, he hitched to various parts of the United States and





# Into the wild

Mexico. He wanted the freedom to go where he wanted and to work when he needed. For him, his life was very rich. **'God, it's great to be alive. Thank you! Thank you!'** his diary reads.

**C**hris came from a comfortable background. His father had a business which he ran efficiently, and he controlled his own family in a similar way. Chris and his father didn't get on. When his parents didn't hear from him for several months, they contacted the police, but they could do nothing. In July 1992, two years after Chris left Atlanta, his mother woke in the middle of the night. 'I could hear Chris calling me. I wasn't dreaming. He was begging, 'Mom! Help me!' But I couldn't help him because I didn't know where he was.'

**C**hris's dream was to spend some time in Alaska, and this is where he went in April 1992. In early May, after a few days in the Alaskan bush, Chris found an old bus which hunters used for shelter. It had a bed and a stove. He decided to stay there for a while. **'Total freedom,'** he wrote. **'My home is the road.'**

However, reality soon changed the dream. He was hungry, and it was difficult to find enough to eat. He shot ducks, squirrels, birds, and sometimes a moose, and with these he ate wild potatoes, wild mushrooms, and berries. He was losing a lot of weight.

On July 30 he wrote, **'Extremely weak. Fault of potato seed. Can't stand up. Starving. Danger.'** It seems that Chris was eating a part of the wild potato plant that was poisonous. He couldn't get out of the bus to look for food. **'I am trapped in the wild,'** he wrote on August 5.

He became weaker and weaker as he was starving to death. His final note says, **'I have had a good life and thank the Lord. Goodbye and may God bless all!'**

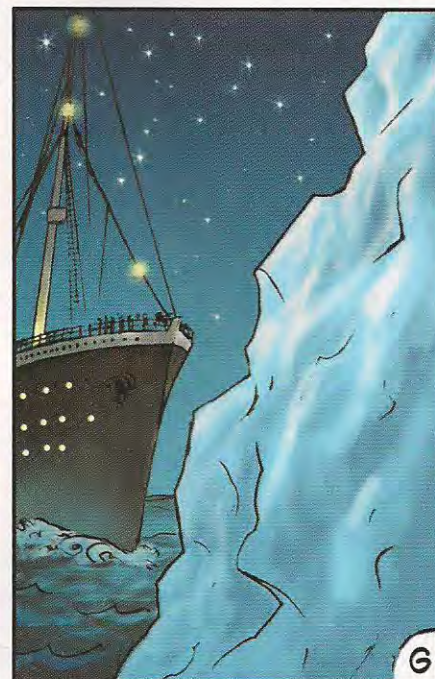
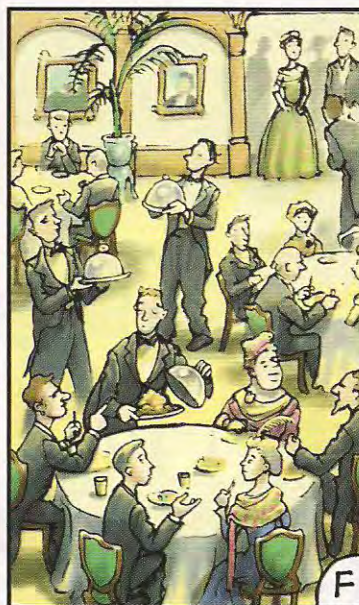
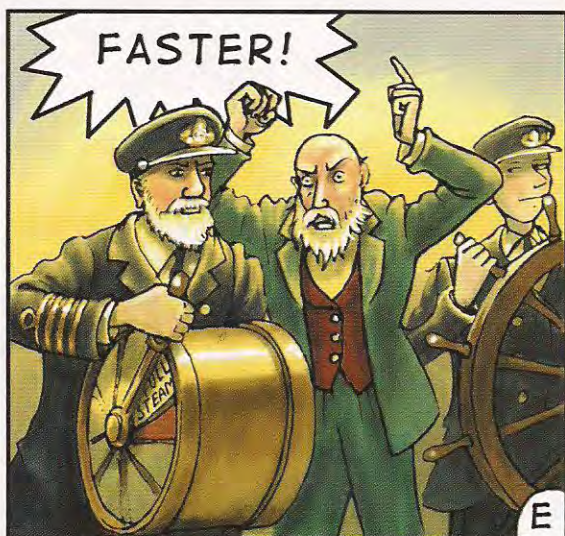
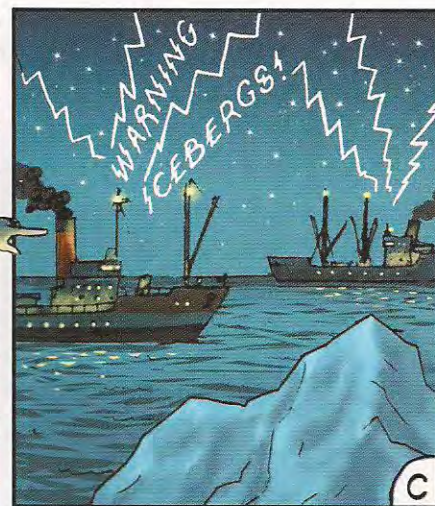
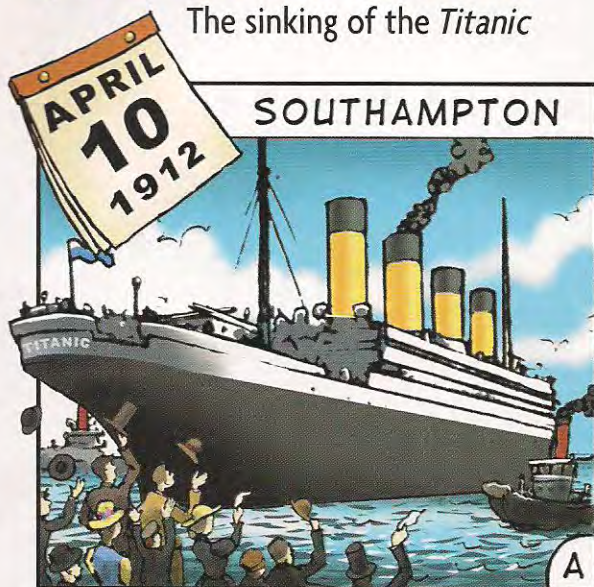
Then he crawled into his sleeping bag and lost consciousness. He probably died on August 18. One of the last things he did was to take a photo of himself, one hand holding his final note, the other hand raised in a brave goodbye. His face is horribly thin, but he is smiling in the picture, and the look in his eyes says 'I am at peace.'

**'I need no possessions. I can survive with just nature.'**



# LISTENING AND SPEAKING

## The sinking of the *Titanic*



- 1 What do you know about the sinking of the *Titanic*?

*It happened at the beginning of the twentieth century.  
There was a film about it starring Leonardo DiCaprio.*

- 2 You will listen to the story of the disaster.  
What do you want to know about it?

*How many people died?*

*Weren't there any warnings about icebergs?*

- 3 Look at the pictures. Tell the story in your own words.

*The Titanic was the biggest and most luxurious ship of its time.  
It left Southampton on ...*

- 4 **T 10.6** Listen to two people talking about the *Titanic*.  
Put the pictures in the order they talk about them.

1 _____	4 _____	7 _____
2 _____	5 _____	8 _____
3 _____	6 _____	9 _____

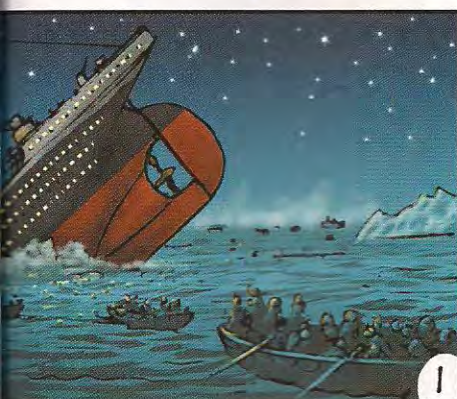
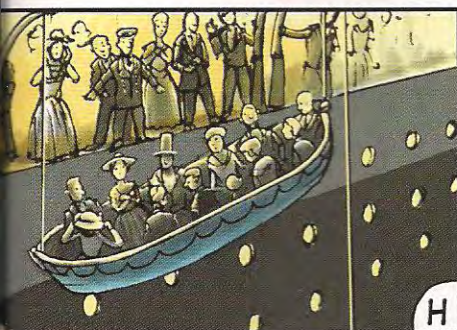
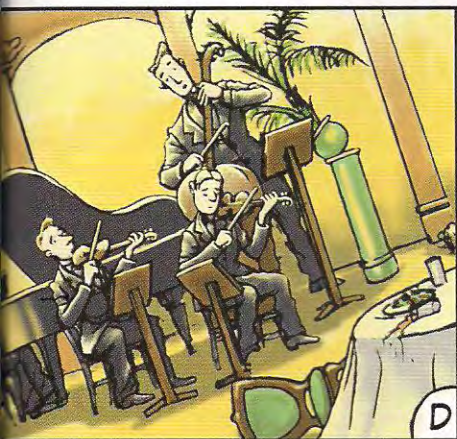
- 5 What do these numbers refer to?

1324	900	two	four days and nineteen hours
twenty	two hours	1,500	706

- 6 Match a line of dialogue to a picture.

- 'Bye! I hope you enjoy living in America!' **Picture a**
- 'Iceberg ahead! Iceberg ahead! Slow down!'
- 'Women and children first! Let the women and children go first!'
- 'We have seen icebergs in your area. Look out for them.'
- 'Faster! Faster! As fast as she can go!'
- 'We'll continue playing until the end. We don't want people to worry.'
- 'Look at that! It's huge! We're going to hit it.'
- 'Would you like a dessert, sir?'
- 'I can't look! It's so horrible! I thought the ship was unsinkable.'





## EVERYDAY ENGLISH

### Exclamations with *so* and *such*

#### 1 T 10.7 Read and listen to the sentences.

*Tom was scared. He was very scared. He was so scared!*

Do you think this use of *so* is more written or spoken? What effect does it have?

#### 2 Look at the sentences. When do we use *so*, *such a(n)*, *such*, *so many*, and *so much*?

We were all *so* worried!

The *Titanic* was *such a* luxurious ship!

It was *such an* awful accident!

They saw *such* huge icebergs!

It was *such* terrible weather!

There are *so many* places I want to go to!

I've got *so much* work!

#### 3 Complete the sentences in **A** with *so*, *such a*, *such*, *so many*, or *so much*. Then match them with the sentences in **B**.

A	B
1 Their house is _____ mess!	I could eat a horse.
2 There were _____ people at my birthday party!	I don't know where it's all gone.
3 I'm _____ hungry!	You really didn't have to.
4 Noor and Nabeel are _____ nice people!	She understands every word I say.
5 I've spent _____ money this week!	We had to order more food.
6 A present! For me? You're _____ kind!	Thank you so much for inviting us.
7 We've had _____ nice time!	But I can't stand their kids.
8 Molly's _____ clever child!	I don't know how they live in it.

#### T 10.8 Listen and check. Practise the exclamations.

#### 4 What can you say ... ?

- at the end of a long journey



- when you finish an interesting book with a sad ending
- as you go round a friend's new flat
- at the end of a wonderful meal
- in a row with your best friend
- at the end of a great English lesson

### Roleplay

**Student A** You are a journalist in New York.

**Student B** You are one of the passengers who survived the disaster.

A When did you know something was wrong?

B

...

A How was the voyage before that?

B

...





# 11

# Things that changed the world

Passives • Verbs and nouns that go together • Notices

## STARTER



- 1 Make true sentences from the chart.
- 2 What is made and grown in your country?

Rice	is are	made in grown in	Japan.
Ferraris			Hawaii.
Nikon cameras			Brazil.
Coffee			Italy.
Pineapples			China.

## A PHOTOGRAPH THAT CHANGED THE WORLD

### Passives

- 1 Read the story of X-rays on p87. Are these sentences true(✓) or false(X)?

- 1 ☐ X-rays were discovered by Wilhelm Roentgen in 1986.
- 2 ☐ The first X-ray photograph was taken by Roentgen's wife.
- 3 ☐ The first X-ray machine was also invented by Roentgen.
- 4 ☐ It is called 'the window into the human body'.
- 5 ☐ X-rays are only used in medicine.

### GRAMMAR SPOT

- 1 Nearly all the verb forms in the text are in the passive. The passive is formed with the verb *to be* and the past participle.

*X-ray machines **are used** every day.*

*The first X-ray machine **was built** in 1896.*

- 2 Read the text again. Write the passive verb forms in the chart.

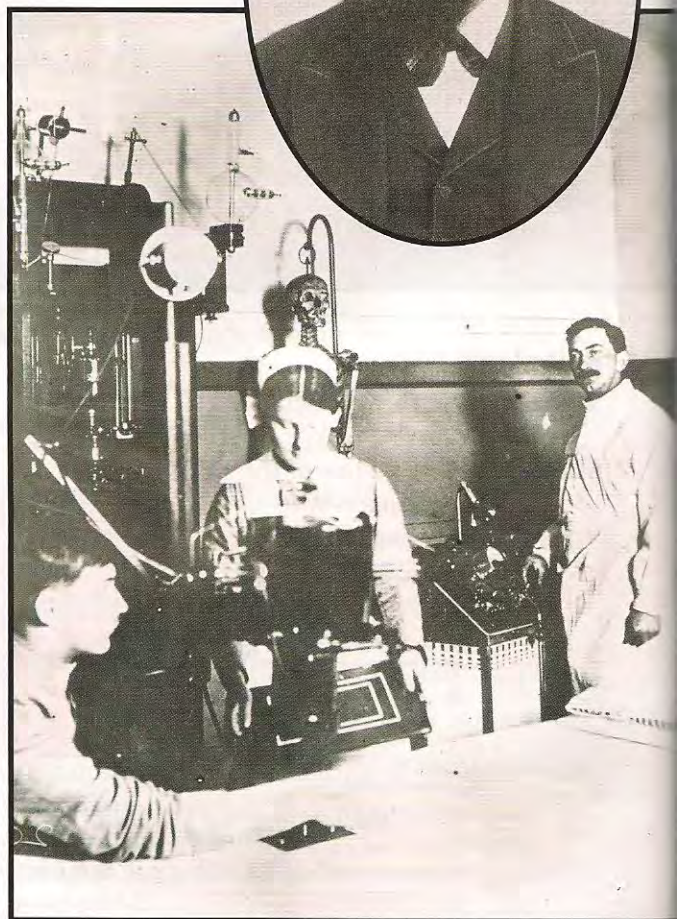
Present Simple	Past Simple	Present Perfect	will Future
are seen			

- 3 What is the main interest of the text? X-rays or Wilhelm Roentgen? When we are more interested in the object of the active sentence, we use the passive.

Active: *Wilhelm Roentgen discovered X-rays.*

Passive: *X-rays were discovered by Wilhelm Roentgen.*

►► Grammar Reference 11.1 p140





# A photograph that changed the world

This is the first X-ray photograph. It was taken by a German scientist, Wilhelm Konrad Roentgen, in 1896. It is his wife's hand. The bones in her hand (and also her wedding ring!) are clearly seen in the photo.

X-rays were discovered by accident, while Roentgen was experimenting with electricity. Soon after, he built the first X-ray machine. Immediately, hospital operations were made much safer. For the first time, doctors could see inside people's bodies before they cut them open! In 1901, Roentgen was awarded the very first Nobel Prize in Physics. His invention is still used every day by doctors and dentists, and is called 'the window into the human body'.

Since the introduction of computer imaging in the 1970s, X-ray machines have been used for other things, too. At airports, many criminals have been caught with illegal items in their luggage. Also, lost works of art have been discovered underneath other paintings. In factories, many faults in new products are found every day, using X-rays. It is certain that X-rays will be used for a long time in the future.



## Active and passive

2 Complete these sentences.

Active	Passive
1 They make Rolls Royce cars in Britain.	1 Rolls Royce cars _____ in Britain.
2 Over 5 million people _____ the Eiffel Tower every year.	2 The Eiffel Tower is visited by over 5 million people every year.
3 Alexander Graham Bell invented the telephone in 1876.	3 The telephone _____ by Alexander Graham Bell in 1876.
4 Thieves _____ 'The Scream' by Edvard Munch from a museum in Norway in 2004.	4 'The Scream' by Edvard Munch was stolen from a museum in Norway in 2004.
5 They _____ a Van Gogh painting for \$82 million.	5 A Van Gogh painting has been sold for \$82 million.
6 More than 2,000 people _____ Mount Everest.	6 Mount Everest has been climbed by more than 2,000 people.
7 BMW will produce 200,000 Mini cars next year.	7 200,000 Mini cars _____ by BMW next year.
8 _____ Leonardo da Vinci _____ the helicopter?	8 Was the helicopter invented by Leonardo da Vinci?
9 Bell didn't invent television.	9 Television _____ by Bell.



## PRACTICE

### Active and passive

- 1 What is paper made of? Who invented it? Read 'The history of paper' and check your ideas. Put the verbs in brackets in the correct tense, active or passive.

**T 11.1** Listen and check.

### Questions and answers

- 2 Match the question words and answers.

When? (x2)	Ts'ai Lun.
Where? (x2)	About 300 kg.
Who / by?	In Spain.
How long?	In AD 105.
How much?	Since the 18th century.
	In China.
	In the 10th century.

- 3 Write the questions, using the passive. Ask and answer them with a partner.

*When was paper invented?*

*In AD 105.*

**T 11.2** Listen and check.

- 4 Correct these sentences.

- Paper is only used to make newspapers and books.  
**No, it isn't. It's used to make hundreds of everyday things.**
- All clothes are made out of paper.  
**No, they aren't. Only some ...**
- Before paper, people wrote on trees.
- Paper was invented by a Chinese scientist.
- The Chinese gave their invention to the world immediately.
- They made paper out of wood.
- The first paper mill in Europe was built in France.
- Paper has been made out of cloth since the 18th century.

**T 11.3** Listen and check.

### Check it

- 5 Underline the correct word or words in each sentence.

- Where *was* / *were* these shoes made?
- I was given this watch *by* / *from* my uncle.
- Someone *has stolen* / *has been stolen* my bag!
- The newsagent *sells* / *is sold* stamps.
- British policemen *don't carry* / *aren't carried* guns.
- All the tea was *drank* / *drunk* by nine o'clock.
- Have all the sandwiches *eaten* / *been eaten*?



## The history of paper

Today, paper (1) \_\_\_\_\_ (use) for hundreds of everyday things – books and newspapers, of course, but also money, stamps, cups, bags, and even some clothes.

Long ago, before paper, people (2) \_\_\_\_\_ (write) on animal skins, bones and stones. Then in 2700 BC, the Egyptians (3) \_\_\_\_\_ (start) to make papyrus, which was similar to paper. But the first real paper (4) \_\_\_\_\_ (invent) in AD 105 by a Chinese government official, Ts'ai Lun. It (5) \_\_\_\_\_ (make) from a mixture of plants and cloth. The Chinese (6) \_\_\_\_\_ (keep) their invention secret for centuries.

Finally, in the 10th century, paper (7) \_\_\_\_\_ (bring) to Europe by the Arabs. The first European paper mill (8) \_\_\_\_\_ (build) in Spain in 1150. Since the 18th century, most paper (9) \_\_\_\_\_ (make) out of wood, because it is much stronger than cloth.

Nowadays, each person (10) \_\_\_\_\_ (use) about 300 kg of paper every year. That's a lot of paper!



## VOCABULARY AND SPEAKING

### Verbs and nouns that go together

- 1 Around each verb, *one* noun does *not* go with it. Which one?

a cure	the truth	
<b>discover</b>		
gold	DNA	Aspirin
		cars
		a discovery
		<b>make</b>
	homework	a phone call
	£1,000	
hello	a story	
<b>tell</b>		
the truth	a joke	
a lie		advice
		a present
		<b>give</b>
	information	a complaint
		a lift
the bus	weight	
<b>lose</b>		
money	the game	
the way		a watch
		an umbrella
		<b>carry</b>
	a gun	passengers
		a briefcase
the peace	a diary	
<b>keep</b>		
a secret	a promise	
an idea		the family
		the ball
		<b>miss</b>
	the bus	the way
	school	

- 3 There are eight nouns that do *not* go with the verbs in exercise 1. Which verbs do they go with? Complete the sentences with the correct verbs.

- Aspirin was \_\_\_\_\_ by the German chemist Felix Hoffmann in 1897.
- I \_\_\_\_\_ my homework very quickly, then I went out.
- This is my father's watch. He \_\_\_\_\_ it every day until he died.
- \_\_\_\_\_ hello to your parents from me when you see them.
- Are you the manager? We'd like to \_\_\_\_\_ a complaint.
- I was late for work because I \_\_\_\_\_ the bus.
- I'm no good at reading maps so we completely \_\_\_\_\_ our way.
- I've just \_\_\_\_\_ a really good idea! Do you want to hear it?

### Talking about you

- 4 Answer these questions about yourself. Then ask and answer them with a partner.
- Do you always wear a watch?
  - Are you good at telling jokes?
  - What was the last present you gave? Who to?
  - What was the last phone call you made? Who to? Why?
  - Do you keep a diary?
  - Have you or a friend ever made a complaint in a restaurant?
  - Have you ever been homesick? Did you miss your family or your friends?
  - What is the best advice you've ever been given?

**T 11.4** Listen and compare answers.



- 2 Work with a partner. Choose a noun from each group, and write a sentence using the verb. Read your sentences to the class.

BMW cars are made in Germany.

An Airbus can carry 555 passengers.



## READING AND SPEAKING

### A discovery and an invention that changed the world

1 Which of these are discoveries and which are inventions?

- the telephone
- television
- the atom
- radium
- the Internet
- the electric light
- penicillin

2 Work in groups. Copy the list of discoveries and inventions in exercise 1, and add three more. Give it to another group.

3 Look at your new list. Which things changed the world the most? Choose the top three. Then compare your ideas with the class. Do you all agree?

4 You are going to read texts about DNA and *Google*. Which is a discovery? Which is an invention? All these words appear in the texts. Look up any words you don't know in a dictionary. Which words do you think go with each text?

<b>nouns</b>	weblink disease	structure result	company search engine	cure cell
<b>verbs</b>	contain dream	borrow be related to	commit (a crime)	

5 Work in two groups.

**Group A** Read about DNA.

**Group B** Read about *Google*.

Which words from exercise 4 are in your text?

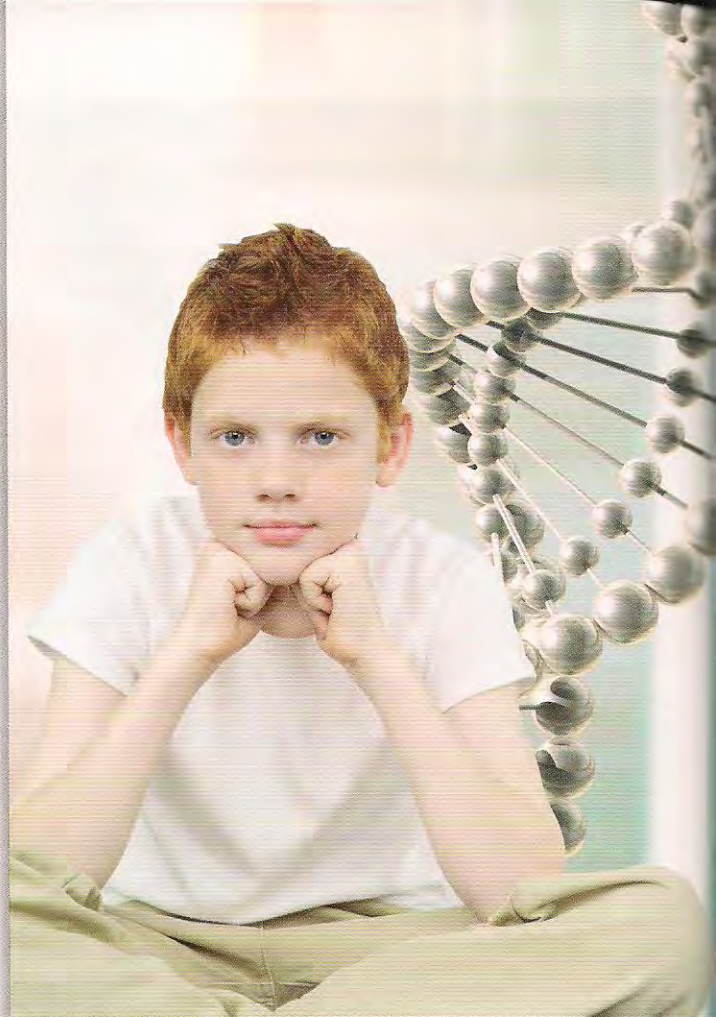
6 Answer the questions.

- 1 Who made the discovery/invention?
- 2 How long did it take to develop?
- 3 Were there any problems in the beginning?
- 4 What are important dates in its history?
- 5 How useful is the discovery/invention now? Give an example.
- 6 What could happen with it in the future?

7 Find a partner from the other group. Tell your partner about your discovery/invention, using your answers from exercise 6.

#### What do you think?

- Were DNA or *Google* in your original list from exercise 2? Why?/Why not?
- What stories have been in the news recently where DNA was involved?
- Have you used *Google*? If yes, what were the last three searches you made?





# The discovery of DNA

**D**id you know that a tiny piece of your hair gives us information about ... ?

- who you are related to
- which career you could be successful in
- any crimes you have committed
- what illnesses you could get
- how and when you could die

This is possible thanks to the information in DNA (or deoxyribonucleic acid). Your hair and every cell in your body contains your own unique DNA. It can tell you a lot about your family, health, and personality.

DNA was discovered by a German scientist, Friedrich Miescher, in 1869, but nobody realized its importance then. Other scientists thought that it was too simple to contain the map of how we are made! In 1953, a group of British scientists at Cambridge University finally discovered the structure of DNA and how it worked. They were given the Nobel Prize for Medicine in 1962. Gradually, scientists learned to 'read' more and more of the information in DNA. In 1986, for the first time

DNA testing was used by the police. Some DNA is usually left by a criminal at the place where the crime was committed. This can be matched with DNA from a suspect. The test shows if the suspect is guilty.

In 1990 the Human Genome Project was begun. Scientists wanted to make a map of the 3 billion chemical letters in human DNA. Over 1,000 scientists all over the world worked on the project, and it took 10 years. With this information, it is possible that a cure for many diseases will be found in the future. But it also brings with it many questions. Do we want to be able to choose what our babies will look like, or pick the best person for a job with DNA tests?



# The invention of Google

**'How many common English words were invented by Shakespeare?'**

How long did it take people to find the answer to this question 15 years ago? And now? You can *google* it and find the answer immediately!

Google is the most popular Internet search engine in the world. It was invented by two students, Larry Page and Sergey Brin. They met in 1995, when they were both studying computer science at Stanford University, USA. They were also both fans of the science fiction TV programme Star Trek, and they loved the spaceship computer. They dreamed of producing something that could also answer any question in seconds. Internet search engines at the time were slow and gave many websites that weren't useful. In



January 1996, Page and Brin decided to make a better and faster search engine. They thought the results should be based on the popularity of each website – the most popular ones have the highest number of 'weblinks' (links to other websites).

Nobody would give them money for their project, so they used their credit cards and bought as much computer memory as possible. They also borrowed money from family and friends. Then, in 1998, they were given a cheque for \$100,000, and they started their own company. Their first office was in a friend's garage! The company name Google comes from mathematics. A googol is a very high number – 1 followed by a hundred zeros.

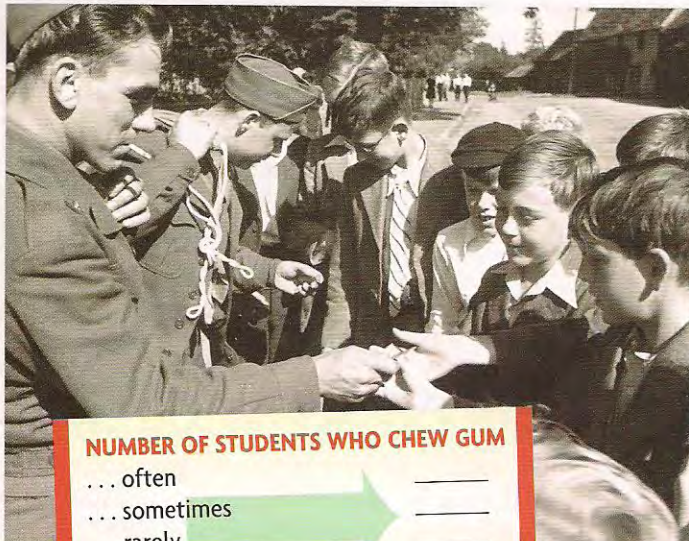
The Google search engine was soon used by thousands of people worldwide because it was fast, easy and accurate. By 2002 it was the biggest search engine on the Internet. Now, more questions have been answered by Google than any other Internet service, from sport to science, and from music to medicine. Google hopes that in the future all the world's information will be put on the Internet, so that everybody can find everything.



## LISTENING AND SPEAKING

The world's most common habit: chewing gum

- 1 Do you chew gum? How often? Stand up and ask the students in the class. Complete the chart below.



NUMBER OF STUDENTS WHO CHEW GUM	
... often	_____
... sometimes	_____
... rarely	_____
... never	_____

- 2 Discuss these questions as a class.

- Who often chews gum? Who never chews gum?
  - When and where do you chew gum?
  - Where do you put it when it has lost its flavour?
- 3 You are going to listen to a radio programme about chewing gum. Check the meaning of these words. Which have an obvious connection with the topic of chewing gum? How?

skeleton (n)	to freshen (the breath) (v)	tree sap (n)
honey (n)	to wrap (v)	packet (n)
to hire (v)	billboard (n) (Am. Eng.)	

- 4 Read the statements below. Do you think they are true (✓) or false (✗)? Discuss with a partner.

- ☐ One million tons of gum is chewed every year.
- ☐ Chewing gum was invented in Sweden.
- ☐ Chewing gum was found in the mouth of a nine thousand-year-old skeleton.
- ☐ The first gum was made of tree sap and sugar.
- ☐ Babies are born wanting to chew gum.
- ☐ The ancient Greeks believed chewing gum was good for your health.
- ☐ South American Indians made the first packets of chewing gum.
- ☐ Chewing gum was taken to North America by the English.

**T 11.5** Listen to part one of the programme and check your ideas. Correct the false sentences.

Helps you relax ...  
enjoy **WRIGLEY'S**  
refreshing delicious  
Chewing  
Gum!



- 5 **T 11.6** Listen to part two of the programme. Answer the questions.

- Who was William Wrigley?
- What did he do to advertise chewing gum?
- How much chewing gum was given away?
- How long was Wrigley's longest billboard?
- What is today's chewing gum made of?

**What do you think?**

- Is chewing gum a common habit in your country?
- Is it considered a bad habit? Why/Why not?
- Is chewing gum good for you? Why/Why not?

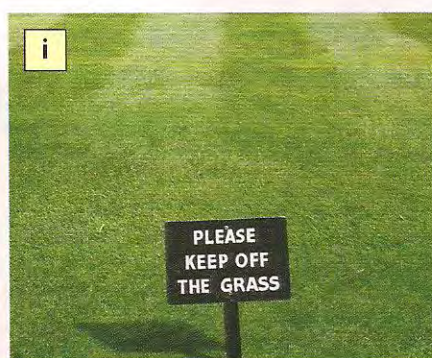
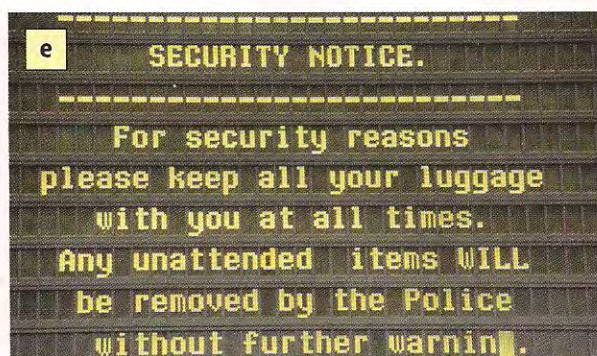
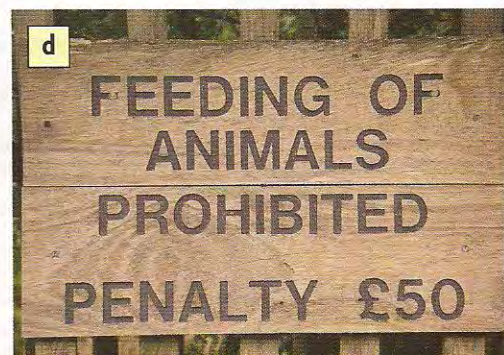
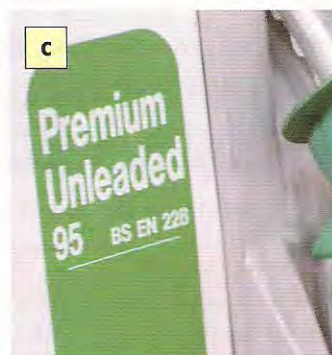
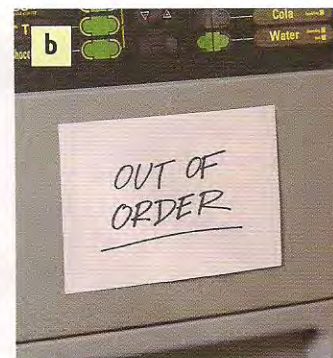


# EVERYDAY ENGLISH

## Notices

1 When you first go to a foreign country, it can be difficult to understand notices. Here are some typical English notices. Match them with these places.

- 1 ☒ a bank or a post office
- 2 ☐ a petrol station
- 3 ☐ a broken drinks machine
- 4 ☐ a road in a town
- 5 ☐ an airport
- 6 ☐ the Underground
- 7 ☐ a park
- 8 ☐ a zoo
- 9 ☐ a hotel
- 10 ☐ a railway station
- 11 ☐ a public toilet
- 12 ☐ a motorway



2 **T 11.7** Listen to four conversations. Where are the people?

3 Work with a partner. Choose two other places, and write conversations that could happen there. Read them to the class, and see if they can guess the place.





# 12

## Dreams and reality

Second conditional • *might* • Phrasal verbs • Social expressions 2

### STARTER

- 1 Which famous person would you like to meet? What would you talk about?
- 2 Which country would you like to visit? What would you do there?
- 3 If you won a lot of money, what would you buy? How much would you give to friends?

### SWEET DREAMS

#### Second conditional

- 1 Read about Nicola. Which text describes her life? Which describes her dreams?

I live in a flat with my mum and dad and my little brother. My mum works in a hospital, so my gran often looks after us and she helps my mum. I go to St Barnabas School and I wear a green uniform. I can only have sweets at the weekend.

Nicola, aged 7



- 2 Complete the text on the right with these words.

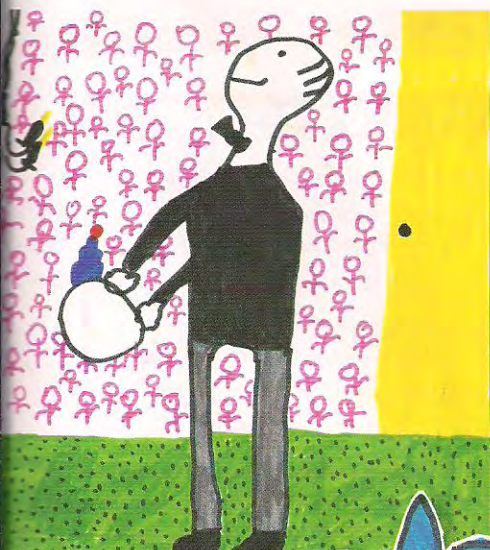
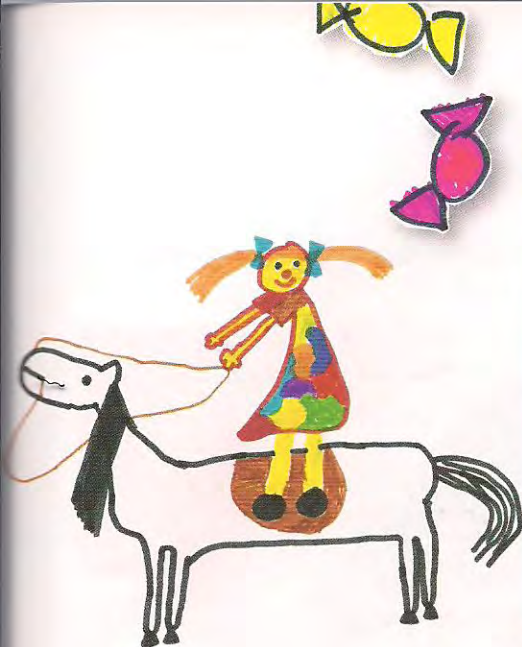
horse sweets palace dress teacher servants

**T 12.1** Listen and check. Then listen and repeat.

If I were a princess, I'd live in a \_\_\_\_\_. I'd have \_\_\_\_\_ to look after me. My mum would be Queen, and she wouldn't work. I wouldn't go to school. I'd have a private \_\_\_\_\_. I'd ride a white \_\_\_\_\_, and I'd wear a long \_\_\_\_\_. I could have all the \_\_\_\_\_ I wanted.







## GRAMMAR SPOT

- 1 What tense describes Nicola's real life?
- 2 *If I lived in a palace, ...*  
Does she live in a palace? What tense is *lived*?  
... *I'd have servants.* (I'd = I would)  
Is this a dream or reality?
- 3 Complete the rule.  
We make unreal conditional clauses with *if* + the \_\_\_\_\_ tense.  
In the result clause, we use the auxiliary verb \_\_\_\_\_ + the infinitive.
- 4 Notice that *was* can change to *were* in the condition clause.  
*If I were a princess, ...*

▶▶ Grammar Reference 12.1 p141

- 3 Look at the questions and short answers.

Where would she live?

In a palace.

Would her grandmother look after her?

No, she wouldn't. She'd have servants.

Ask and answer questions about Nicola's dreams with a partner.

- What ... her mother do?
- ... work?
- ... Nicola go to school?
- What pet ... have?
- What ... wear?
- ... have a lot of sweets?

## PRACTICE

### Discussing grammar

- 1 Make sentences from the chart.

If I	found	cakes and ice-cream,	I'd	feel better.
	were	the answer,		play basketball.
	knew	a car,		lose weight.
	had	taller,		buy a big house.
	didn't eat	so much,		build more hospitals.
	didn't smoke	a lot of money,	I wouldn't	keep it.
		president,		tell you.
		some money in the street,		give you a lift.

- 2 Put the verbs in the correct form.

- 1 If I \_\_\_\_\_ (be) rich, I \_\_\_\_\_ (travel) round the world. First I \_\_\_\_\_ (go) to Singapore, then I \_\_\_\_\_ (go) to China.
- 2 If he \_\_\_\_\_ (work) harder, he \_\_\_\_\_ (have) more money.
- 3 I \_\_\_\_\_ (go) to work if I \_\_\_\_\_ (feel) better, but I feel terrible.
- 4 If I \_\_\_\_\_ (can) speak perfect English, I \_\_\_\_\_ (not be) in this classroom.
- 5 'What \_\_\_\_\_ you \_\_\_\_\_ (do) if a stranger \_\_\_\_\_ (give) you £1 million?'



## WHO KNOWS?

### might

#### What would you do?

3 Discuss what you would do if ...

- you came home and found a burglar.
- someone gave you a present that you really didn't like.
- you saw someone shoplifting.
- you found a wallet with a lot of money in it.
- you saw two people fighting in the street.

#### If I were you ...

4 **T 12.2** We can give advice using  
*If I were you, I'd ...*

*I feel terrible! My head hurts, and I feel dizzy.*

*If I were you, I'd go to bed.*

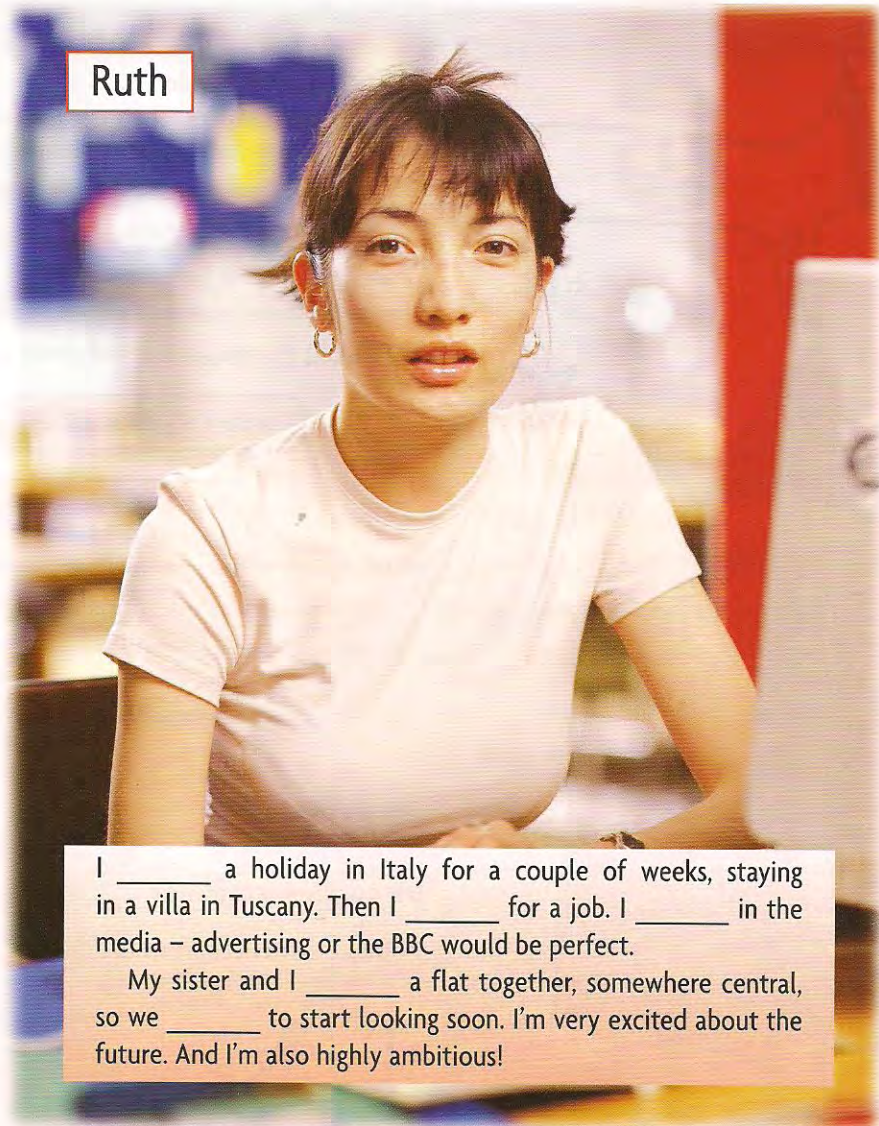
Work with a partner. Give the people advice about their problems.

- 1 I have no money.
- 2 My hair's awful.
- 3 I've got toothache.
- 4 I've had a row with my best friend.
- 5 My car won't start in the morning.
- 6 My neighbours make a lot of noise.



**T 12.3** Listen and compare your answers.

### Ruth



I \_\_\_\_\_ a holiday in Italy for a couple of weeks, staying in a villa in Tuscany. Then I \_\_\_\_\_ for a job. I \_\_\_\_\_ in the media – advertising or the BBC would be perfect.

My sister and I \_\_\_\_\_ a flat together, somewhere central, so we \_\_\_\_\_ to start looking soon. I'm very excited about the future. And I'm also highly ambitious!

2 What are some of the certainties in Ruth's life?

*She's having a holiday in Italy.*

- ... villa in Tuscany.
- ... for a job.
- ... flat together.
- ... start looking soon.

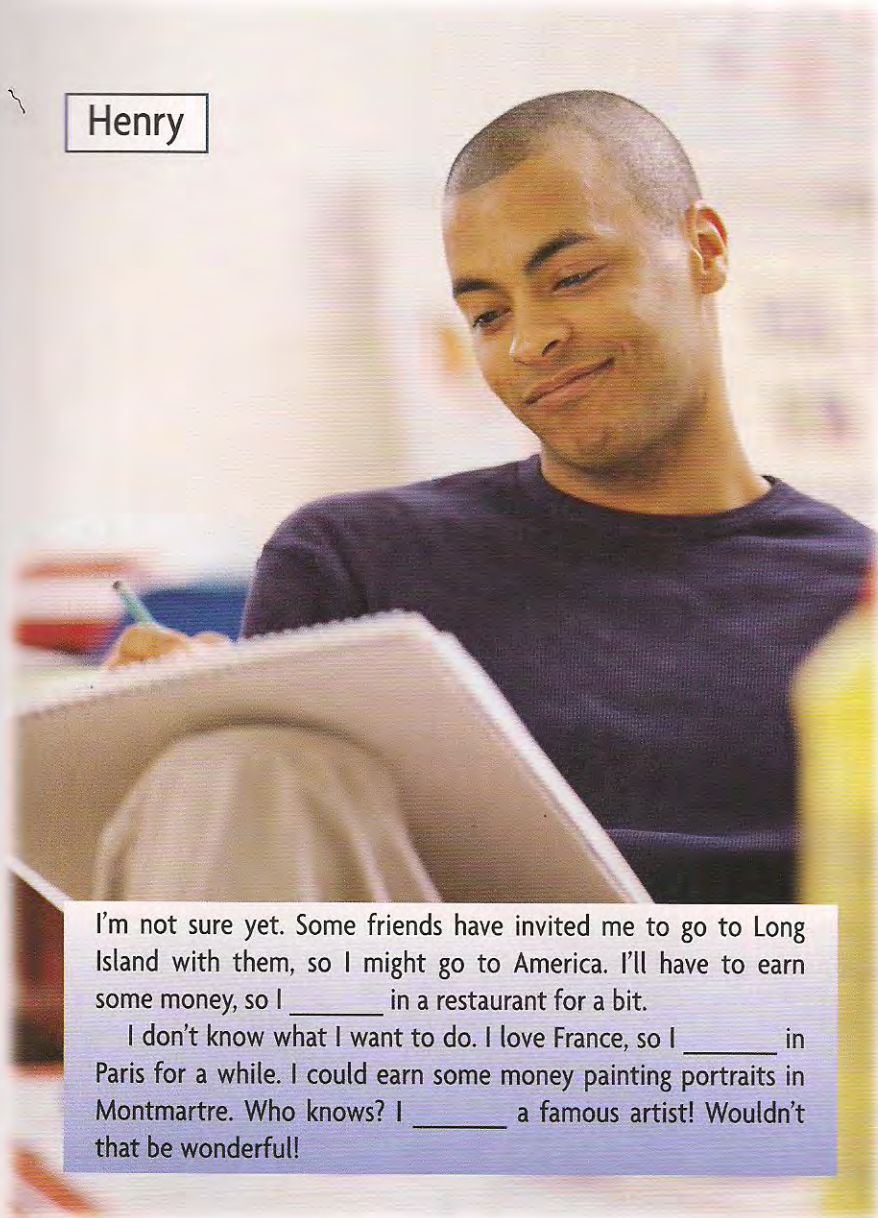
3 What are some of the possibilities in Henry's life?

*He might go to America.*

- ... restaurant for a bit.
- ... Paris for a while.
- ... famous artist.



Henry



I'm not sure yet. Some friends have invited me to go to Long Island with them, so I might go to America. I'll have to earn some money, so I \_\_\_\_\_ in a restaurant for a bit.

I don't know what I want to do. I love France, so I \_\_\_\_\_ in Paris for a while. I could earn some money painting portraits in Montmartre. Who knows? I \_\_\_\_\_ a famous artist! Wouldn't that be wonderful!

## GRAMMAR SPOT

- 1 *Might* means the same as *perhaps ... will ...*  
What are you doing tonight?  
I don't know. I might go out, or I might stay at home.
- 2 *Might* is a modal auxiliary.  
Ann might come round tonight.  
I might not pass my exams.  
Do we add *-s* with *he/she/it*?  
Do we use *do/does* in the negative?

►► Grammar Reference 12.2 p141

## PRACTICE

### Discussing grammar

- 1 Choose the correct verb in these sentences.
  - 1 'What's for supper?' 'We're *having* / we *might have* lamb. It's in the oven.'
  - 2 'What time are we eating?' 'Don't worry. It'll *be* / it *might be* ready before your TV programme.'
  - 3 'Who's eating with us?' 'I've invited Jerry, but he'll *be* / he *might be* late. It depends on the traffic.'
  - 4 I'm going into town tomorrow. I'm *having* / I *might have* lunch with Jo at 1.00.
  - 5 'Are you going to have a winter holiday this year?' 'I *am* / I *might*. I haven't decided yet.'

### Possibilities

- 2 Make conversations with a partner about these future possibilities. One of you isn't sure about anything.

What are you doing this evening?

I'm not sure. I might go out or I might stay at home.

- 1 What sort/car/buy?  
Fiat/Toyota
  - 2 Where/on holiday?  
Turkey/Jordan
  - 3 What/have to eat?  
steak/fish
  - 4 Who/help you fix your computer?  
ask Kamal/ask Aziz
- 3 Ask and answer questions with a partner about your possible future plans:
    - after the lesson      • at the weekend
    - tomorrow evening    • for your next holiday

### Check it

- 4 Correct the mistakes in these sentences.
  - 1 If I'd have a car, I'd give you a lift.
  - 2 They'll call their baby Lily, but they aren't sure yet.
  - 3 I'd visit you more often if you wouldn't live so far away.
  - 4 I'm playing tennis tomorrow. I'm not sure.
  - 5 If I'm younger, I'll learn to play the piano, but I'm too old now.



## READING AND SPEAKING

### Supervolcano

- Discuss these questions as a class.
  - What famous volcanoes are there in the world? How many can you name?
  - Are they active or extinct? What do you know about them?
- What do you think a 'supervolcano' is? Read the first part of the article about them. Check the **highlighted** words in your dictionary. Mark the sentences true(✓), false(X), or don't know (?).
  - A supervolcano is a volcano which has recently erupted.
  - Not many people know that Yellowstone Park is a supervolcano.
  - Yellowstone Park is an extinct supervolcano.
  - About 40 supervolcanoes have been found on our planet.
  - The most recent eruption of a supervolcano was in Yellowstone Park.
  - It is unlikely that another supervolcano will erupt.

- Read the second part of the article. Check the **highlighted** words, and put these events in the correct order.

If Yellowstone volcano erupted, ...

- ☐ there would be no summer in Europe.
- ☐ 87,000 people would die immediately.
- ☐ the tropical forests would die.
- ☐ Iceland might start to help feed the world.
- ☐ warmer countries would have famines.
- ☐ only 10% of our sunlight would reach the earth.

Check the answers in class, and then read them aloud to a partner.

**If Yellowstone ... , then ...**

- Read the last part of the article. Why is there no need for us to worry?
- What do these numbers refer to in the article?

3 million	1960s	9,000	40	74,000
640,000	250kmph	87,000	$\frac{3}{4}$	90%

#### What do you think?

- Where do you think there might be other volcanic eruptions in the future?
- Do you think scientists will one day find ways of stopping these disasters? How best could they help us?
- If an eruption did happen, what do you think you could do to try and survive? Work in groups, and think about food, housing, heating, and clothing. Tell the class.

A geyser erupting in Yellowstone National Park



Yellowstone National Park







# Supervolcano!

If this volcano erupted, the world would freeze ...

**Yellowstone National Park, Wyoming, USA.** A hot July day, and some of the 3 million visitors who come to the park every year are watching one of the geysers erupt. Everyone is impressed, but as they chatter excitedly and eat their ice-creams, not many of them realize that they are standing on top of the largest active volcano in the world. Scientists have known for a long time that Yellowstone is a volcanic area. But the strange thing is that until the 1960s, none of them could find a volcano anywhere in the park. Then, new photos taken by NASA showed the reason why – the whole park, 9,000 square metres of it, is a volcano!

Volcanoes like Yellowstone are called 'supervolcanoes', because they are so huge and dangerous – 1,000 times more powerful than ordinary volcanoes. There are about 40 of them on Earth, but none of them has erupted recently. The most recent was 74,000 years ago in Indonesia. The last time Yellowstone Park erupted was 640,000 years ago.

But what would happen if the Yellowstone volcano erupted again today? Here are the events that might follow:

## Day 1 – Yellowstone Park, USA

If the volcano erupted, hot ash and rock would shoot up into the air at 250kmph. The cities of Denver and Salt Lake would be destroyed immediately, and 87,000 people would die. Eventually the ash would cover  $\frac{3}{4}$  of the USA, and drinking water and food crops would be contaminated.

## Week 1 – Europe

The whole of Europe would be covered by a grey cloud. Summer would turn to winter, and in some places the sea would freeze. No European country would be able to grow food for four or five years.

## The next 3 months – Worldwide

90% of our sunlight would be blocked and a volcanic winter would cover the Earth. The tropical forests would die and food crops in warm countries, such as India and China, would fail. Only countries near the North and South Poles could carry on as usual. Iceland would do well, because most of its food is grown in special greenhouses. It might be able to send food to the rest of the world.

## How likely is it?

Fortunately, scientists at the Yellowstone Volcanic Observatory say that there is no evidence that the volcano will erupt in the near future. They say 'such events are unlikely to happen in the next few centuries'. So we can all get on with our lives and stop worrying, which is good to know.



# VOCABULARY

## Phrasal verbs

- 1 Phrasal verbs consist of a verb + adverb/preposition.  
Some phrasal verbs are literal.

*Go away and leave me alone.*

*Take off your coat and come and sit down.*

Complete the sentences with a word from the box.

out (x2) up on back

- Put \_\_\_\_\_ something warm. It's cold today.
- There's some ice-cream in the freezer. Can you get it \_\_\_\_\_?
- Why are your clothes on the floor? Please pick them \_\_\_\_\_.
- I'm going to take the kids \_\_\_\_\_ for the day.
- When are you going \_\_\_\_\_ to your country?

Do or mime these actions.

turn round walk out try something on throw something away  
look for something turn something off fall over lie down

- 2 Some phrasal verbs aren't literal.

'Can you **sort out** this problem?' The plane **took off**. I **gave up** my job.

Do or mime these actions.

look after a baby put out a cigarette look up a word  
we've run out of milk my car broke down Look out! fill in a form

- 3 Look at the position of the object when it is a pronoun in these sentences.  
*Your shoes are dirty. Take **them** off.* *This sweater looks nice. Can I try **it** on?*

Complete the sentences with phrasal verbs from exercises 1–2. Use pronouns.

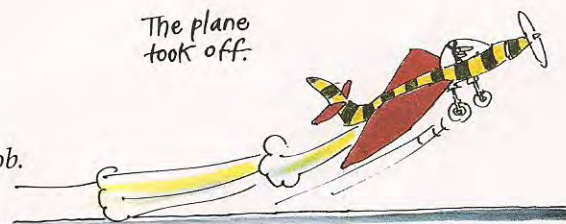
- 'Where's my tea?' 'Sorry. I threw \_\_\_\_\_. It was cold.'
- You shouldn't smoke in here. Put \_\_\_\_\_.
- We don't need all these lights on. Turn \_\_\_\_\_.
- Leave little Annie with me. I'll look \_\_\_\_\_.
- I haven't got time to fill in this form. I'll fill \_\_\_\_\_ later.

- 4 Complete the sentences with one of these phrasal verbs in the correct form.

grow up run out of fall out with get on with look forward to

- How do you \_\_\_\_\_ your parents?
- Do you ever \_\_\_\_\_ your brothers and sisters?
- What are you \_\_\_\_\_ doing on holiday?
- Have you ever \_\_\_\_\_ petrol in your car?
- Where did you \_\_\_\_\_? Or have you always lived here?

In pairs, ask and answer the questions about you.





# EVERYDAY ENGLISH

## Social expressions 2

1 Complete the conversations with the correct expressions.

I'm sorry   Excuse me   of course   Pardon

- 1 A \_\_\_\_\_ ! Can I get past?  
 B \_\_\_\_\_ ?  
 A Can I get past, please?  
 B \_\_\_\_\_ . I didn't hear you. Yes, \_\_\_\_\_ .  
 A Thanks a lot.

That's right   Oh, what a pity   Congratulations   Never mind   I hear

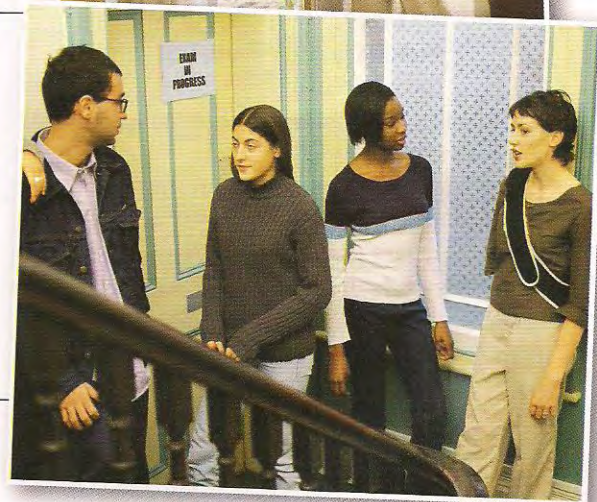
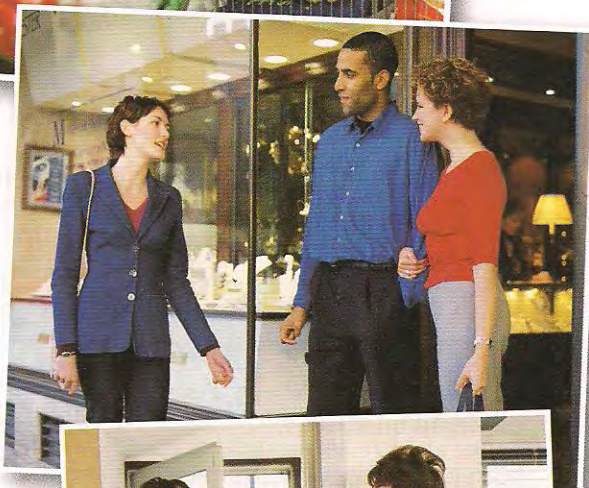
- 2 A \_\_\_\_\_ you're going to get married soon. \_\_\_\_\_ !  
 B \_\_\_\_\_ , next July. July 21. Can you come to the wedding?  
 A \_\_\_\_\_ ! That's when we're away on holiday.  
 C \_\_\_\_\_ . We'll send you some wedding cake.  
 A That's very kind.

Hurry up   all right   Oh, dear   Just a minute   I haven't a clue

- 3 A \_\_\_\_\_ ! Look at the time! \_\_\_\_\_ , or we'll miss the train.  
 B \_\_\_\_\_ ! I can't find my umbrella. Do you know where it is?  
 A \_\_\_\_\_ . But you won't need it. It's a lovely day. Just look at the sky!  
 B Oh, \_\_\_\_\_ . Let's go, then.

Good luck   See you later   Same to you   Good idea   What about you  
 No, of course not

- 4 A \_\_\_\_\_ in your exam!  
 B \_\_\_\_\_ . I hope we both pass.  
 A Did you go out last night?  
 B \_\_\_\_\_ . I went to bed early. \_\_\_\_\_ ?  
 A Me, too. \_\_\_\_\_ , after the exam. Let's go for a pizza.  
 B \_\_\_\_\_ .



2 **T 12.5** Listen and check. Practise the conversations with a partner.

3 Listen to your teacher. Reply using one of the expressions.





# 13

## Earning a living

Present Perfect Continuous • Word formation • Adverbs • Telephoning

### STARTER



- 1 Ask and answer these questions.
- 2 Ask your teacher the same questions about *teaching* English.

*How long have you been learning English?*

*When did you start?*

### STREET LIFE

#### Present Perfect Continuous

- 1 Read Andy's story.
- 2 Match the questions a-f on p103 with the answers in the text.  
**T 13.1** Listen and check. Finish Andy's answer in question 4.
- 3 With a partner, cover the questions and practise the conversation. Then cover the answers, and practise again.

#### GRAMMAR SPOT

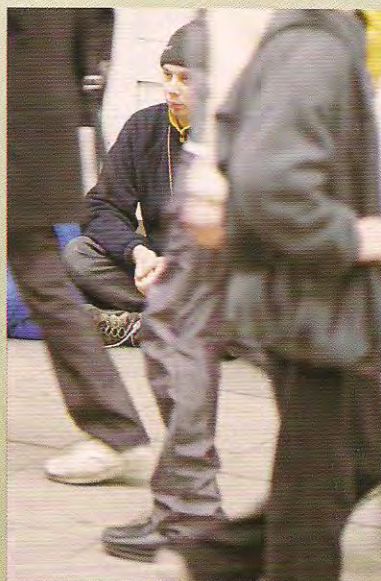
- 1 Which are the questions in the Present Perfect Continuous? What are the other tenses?
- 2 Look at these two questions.  
How long have you been selling *The Big Issue*?  
How many copies have you sold today?  
Which question asks about the activity of selling?  
Which question asks about the number of magazines sold?
- 3 Complete these sentences with the Present Perfect Simple or Continuous.  
I \_\_\_\_\_ (smoke) since I was 16.  
I \_\_\_\_\_ (smoke) five cigarettes today.

►► Grammar Reference 13.1 p142

### STREET LIFE

#### ANDY'S STORY

Andy, 28, from Scotland, used to have his own taxi business. When he lost it, he also lost his home and his family. He now sleeps on the streets in London. *The Big Issue* is a magazine sold by homeless people in Britain. This gives them a small income, so they can begin to find somewhere to live.



- 1 ☐ \_\_\_\_\_ ?

For a year. It was very cold at first, but you get used to it.

- 2 ☐ \_\_\_\_\_ ?

I came here to look for work, and I never left.

- 3 ☐ \_\_\_\_\_ ?

For six months. I'm in Covent Garden seven days a week selling the magazine.

- 4 ☐ \_\_\_\_\_ ?

Lots. My problem is I'm homeless. I want a job, but I need somewhere to live before I can get a job. So I need money to get somewhere to live, but ...

- 5 ☐ \_\_\_\_\_ ?

Usually about fifty.

- 6 ☐ \_\_\_\_\_ ?

So far, ten. But it's still early.





**a** How many copies do you sell a day?

**c** Have you made many friends?

**e** How long have you been sleeping on the streets?

**b** How long have you been selling *The Big Issue*?

**d** How many copies have you sold today?

**f** Why did you come to London?

**4** Make more questions about Andy.

- How long/trying to find a job?
- How many jobs/had?
- How long/standing here today?
- How/lose your business?
- Who/best friend?
- Where/meet him/her?
- How long/known each other?

**T 13.2** Listen and check.

**5** Ask and answer the questions with a partner. Invent Andy's answers.

**T 13.3** Listen and compare your answers.

## PRACTICE

### Discussing grammar

**1** Choose the correct tense.

- 1 How long *have you been living* / *do you live* in Abu Dhabi?
- 2 Anna *has been finding* / *has found* a good job.
- 3 My brother and I *have gone* / *have been going* to karate lessons for over six months.
- 4 I *bought* / *have bought* a new flat a few months ago.
- 5 How long *have you had* / *have you been having* your car?
- 6 Tom *worked* / *has been working* as a policeman for the past month.
- 7 I've *written* / *'ve been writing* an essay all day.
- 8 I've *written* / *been writing* six pages.

### Talking about you

**2** Put the verbs in the Present Perfect Simple or Continuous or the Past Simple.

- 1 How long \_\_\_\_\_ you \_\_\_\_\_ (come) to this university?
- 2 How long \_\_\_\_\_ you \_\_\_\_\_ (use) this book?
- 3 Which book \_\_\_\_\_ you \_\_\_\_\_ (have) before this one?
- 4 How long \_\_\_\_\_ you \_\_\_\_\_ (know) your teacher?



## What have they been doing?

- 3 Make a sentence about the people using an idea from the box. Add *because* and say what they've been doing.

*He's hot because he's been running.*

hot back hurts paint on her clothes  
dirty hands no money tired eyes hurt  
wet red face

- 4 Complete these sentences in the Present Perfect Simple about some of the people in exercise 3.

- 1 He \_\_\_\_\_ (run) five miles.
- 2 They \_\_\_\_\_ (spend) all their money.
- 3 She \_\_\_\_\_ (read) five books today.
- 4 They \_\_\_\_\_ (play) six games.
- 5 He \_\_\_\_\_ (make) a cake and a pie.



## Getting information

- 5 Work with a partner. Your teacher will give you different information about the life and career of Steven Spielberg, the movie director. Ask and answer questions to complete the information.

### Student A

Steven Spielberg was born in ... (Where?)  
He is one of the most successful filmmakers of the late 20th century, and in his career he has earned millions of dollars.

Where was Steven Spielberg born?

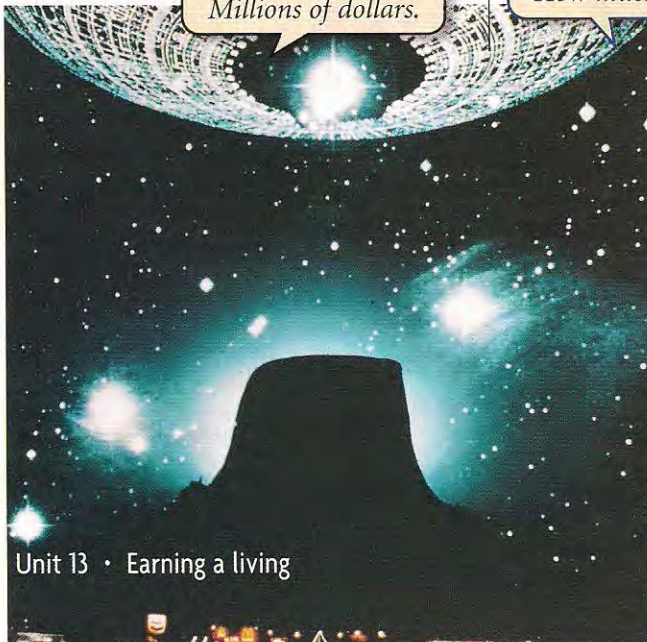
He was born in Ohio.

Millions of dollars.

How much has he earned?

### Student B

Steven Spielberg was born in Ohio. He is one of the most successful filmmakers of the late 20th century, and in his career he has earned ... (How much?)







## VOCABULARY

### Word formation

1 These words appeared in the last few units. Complete the charts and mark the stress.

Noun	Verb
death	<u>die</u>
waste	_____
_____	be'lieve
_____	'advertise
'promise	_____
_____	feel
ad'vice	_____
_____	de'scribe
in'vention	_____
'government	_____

Noun	Adjective
death	_____
_____	'honest
va'riety	_____
_____	mad
'mystery	_____
_____	'beautiful
_____	'wealthy
suc'cess	_____
_____	'comfortable
peace	_____

2 Complete the sentences with a word from exercise 1.

- \_\_\_\_\_ me that you'll phone when you arrive.
- He was taken to hospital by ambulance, but he was \_\_\_\_\_ on arrival.
- 'Are they \_\_\_\_\_?' 'Yes, they're millionaires.'  
'Where does their money come from?' 'They have a very \_\_\_\_\_ business.'
- I love the \_\_\_\_\_ and quiet of the countryside.
- I saw an \_\_\_\_\_ for a job as a waiter.
- The sofa was so \_\_\_\_\_ that I fell asleep.
- I gave the police a \_\_\_\_\_ of the man who attacked me.
- I had a few problems, but Adam gave me some good \_\_\_\_\_.
- I was sitting at home when suddenly I had a funny \_\_\_\_\_ that I wasn't alone.

### Adverbs

1 Complete the sentences with the adverbs.

mainly possibly really nearly

- 'Are you going out?' '\_\_\_\_\_ . I don't know yet.'
- The exam was \_\_\_\_\_ difficult. I couldn't do any of it.
- 'How old are you?' 'I'm \_\_\_\_\_ eight. It's my birthday next week.'
- I travel a lot in my job, \_\_\_\_\_ to Europe.

2 Complete the sentences with the adverbs.

seriously exactly carefully fluently

- I used to speak French \_\_\_\_\_ , but I've forgotten it now.
- Please drive \_\_\_\_\_. The roads are so dangerous.
- I have \_\_\_\_\_ £3.52 to last until the end of the week.
- There was an accident, but fortunately no one was \_\_\_\_\_ injured.



## READING AND SPEAKING

### A funny way to earn a living

- 1 Play the alphabet game with jobs.  
*architect, accountant, ...*  
*businessman, bookseller, ...*
- 2 What is considered to be a good job in your country?  
What's an average salary?
- 3 Look at the pictures and the headlines, and look at the three texts for ten seconds only. Answer the questions.
  - 1 Do they have regular jobs?
  - 2 Do they like their job?
  - 3 Each headline contains one of these words. What's the difference between them?

life lively living

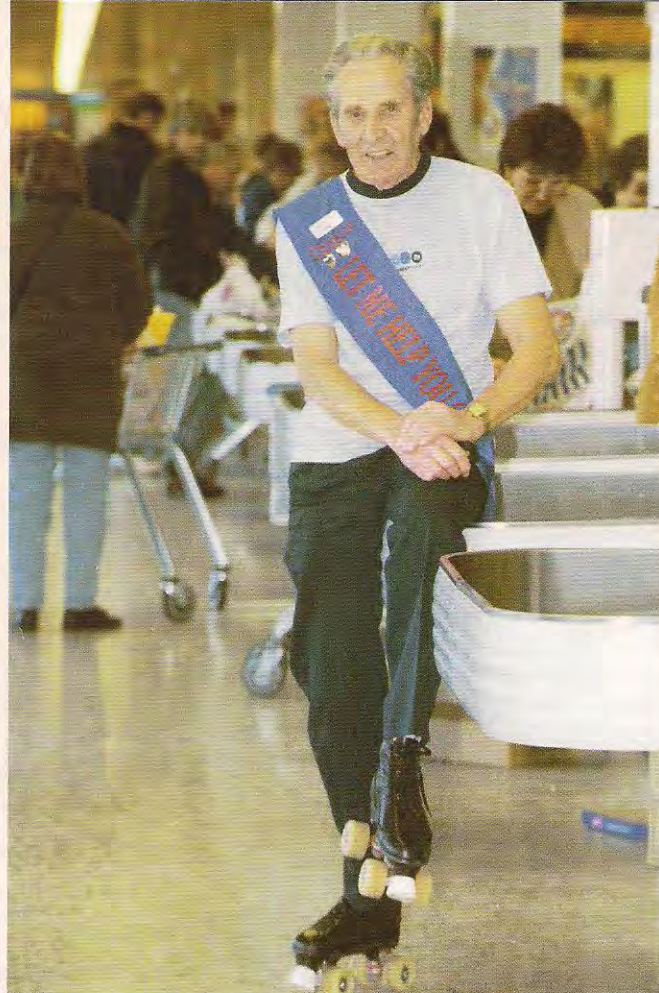
- 4 Choose one of the texts, and read it more carefully.  
Answer the questions.
  - 1 Does he/she work indoors or outdoors?
  - 2 How long has he/she been doing this job?
  - 3 What does he/she do in his/her job?
  - 4 What did he/she do before?
  - 5 Does he/she do the same thing every day?
  - 6 How much does he/she earn?
  - 7 Why does he/she like the job?
- 5 Find two partners who read the other two texts.  
Compare the three people. Now answer the questions.
  - 1 Who earns the most?
  - 2 Who earns the least?
  - 3 What sort of things has Terry found?
  - 4 Why do Tesco's employ older people?
  - 5 How long has Cathy been flying balloons?
  - 6 What is Terry's philosophy on life?
  - 7 Why didn't Tom phone when he saw the advertisement?
  - 8 How many hours a day does Cathy work?

### What do you think?

What is your idea of the best and worst jobs in the world?

### Language work

Find five adverbs that end in *-ly* in the text about the beachcomber on p107.



## Lively Tom, 69, skates for Tesco

He gets paid for putting on his roller skates

Tom Hopperton is one of 1,200 over-65s working for the supermarket, Tesco. He's been working there for fifteen months. Before that he was a plumber for thirty years.

Tom skates about five miles a day around the store fetching things for customers who realize that they've forgotten something only when they've reached the checkout till. He earns £4.50 an hour.

'I just love the job. I help the customers, so they're usually very nice to me. I've always liked meeting people. And it keeps me fit. I can't sit at home doing nothing. I'd just die. I have to keep busy. Time goes really quickly. Every day is different.'

Tesco's made the decision to employ people of all ages. It sees the advantages of older workers who are more calm and authoritative when they are dealing with customers.

'When I saw this job advertised, I didn't believe they'd give it to me,' says Tom. 'I went in to see them because I thought they would be put off by my age if I just phoned. I wanted them to see that I am very lively for my age.'



# Life on the beach

Is it possible to make a living from what you can find on the beach?



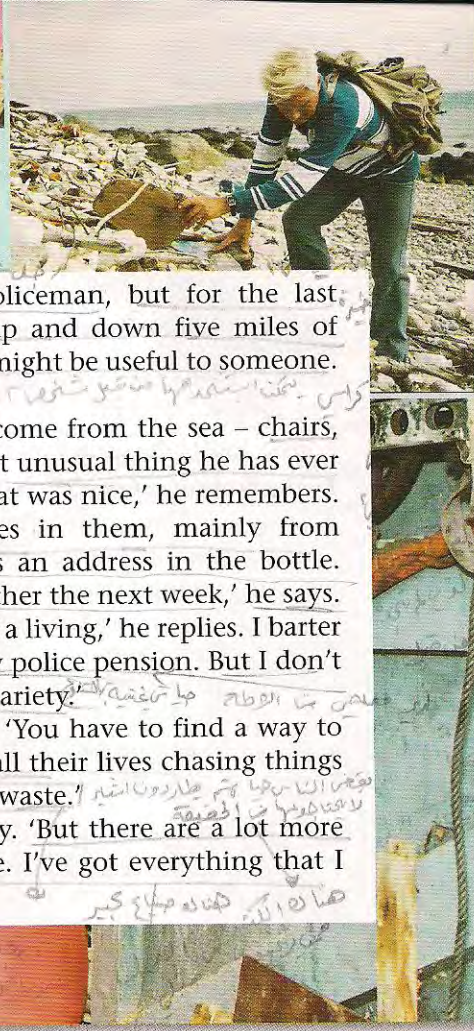
For 25 years Terry Cemm was a policeman, but for the last seventeen years he has been walking up and down five miles of beach every day, looking for things that might be useful to someone. Terry's a beachcomber.

Nearly everything in his cottage has come from the sea – chairs, tables, even tins of food. What's the most unusual thing he has ever found? 'A box containing 500 DVDs. That was nice,' he remembers. He finds lots of bottles with messages in them, mainly from children. They all get a reply if there's an address in the bottle. Shoes? 'If you find one, you'll find the other the next week,' he says.

But does he really make a living? 'Half a living,' he replies. I barter with a lot of things I find, and I have my police pension. But I don't actually need money. My life is rich in variety.

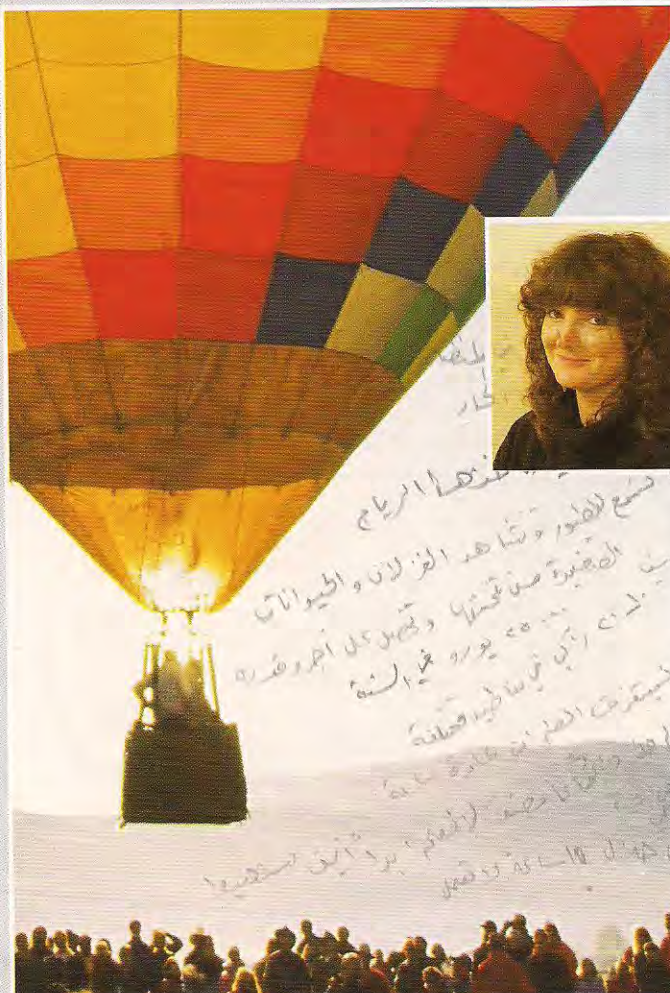
Terry seems to be a very happy man. 'You have to find a way to live a simple, honest life. People spend all their lives chasing things they don't really need. There's so much waste.'

'Some people say I'm mad,' says Terry. 'But there are a lot more who'd like to do what I do. Look at me. I've got everything that I could possibly want.'



# Flying for a living

Cathy has made a career out of her passion



Cathy Moorhead has only ever had one job. She has never wanted to do anything but be in a hot air balloon, going where the wind takes her, listening to the birds, and watching deer and small animals below her.

And she gets paid for it, about £25,000 a year. 'I've been flying balloons since I was 10, and I have done it professionally for twelve years. I fly between 10 and 20 passengers in different balloons.' The flights usually last an hour, and they go early in the morning or just before sunset. 'The trips are always mystery tours,' she says. 'I never know where we're going to land.'

She starts work about 6 am, and works anything from 15 hours a day to nothing, if the weather is bad. 'We can't fly if it's too windy, if visibility is poor, or if it's raining. The balloon gets too heavy and the passengers get wet.' What's the best thing about the job? 'The job itself. I love being out in the countryside and I hate routines. So this is heaven for me.'



## LISTENING AND SPEAKING

### Giving news

- 1 Craig has left home and has just started his first job in advertising. He's on the telephone to his mother.

**T 13.4** Listen to his side of the conversation.

Work with a partner and decide if these statements are true (✓) or false (✗).

- 1 Craig starts work at eight o'clock every morning.
  - 2 His mother is worried that he hasn't been eating well.
  - 3 He goes home immediately after work.
  - 4 Craig's mother has not heard about John before.
  - 5 Craig and John share a flat.
  - 6 John has been working for the advertising agency longer than Craig.
  - 7 Craig's father has been working in Holland.
  - 8 Craig's father has been working hard all day.
  - 9 His mother is coming to London next Thursday.
  - 10 Craig is going to cook a meal for his mother.
- 2 **T 13.4** Listen to Craig again. Your teacher will stop the recording. What do you think his mother said?
- 3 **T 13.5** Listen to the complete conversation and compare your ideas.

### Language work

Read the tapescript on p127. Underline examples of the Present Perfect Simple and Continuous.

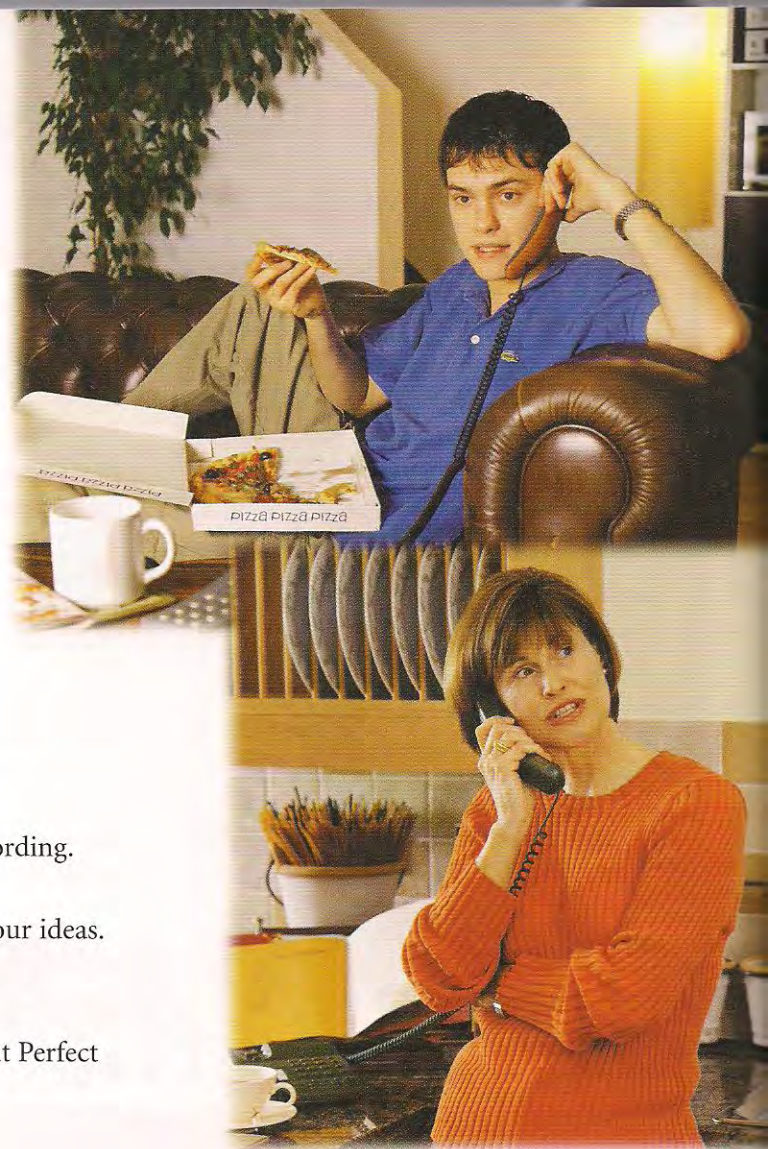
### Roleplay

- 1 Read Craig's diary. Work with a partner. One of you is Craig. It's Friday evening and you have phoned your friend for a chat.

*Hi, there. I'm exhausted. I've had a very busy week!*

*What have you been doing?*

- 2 Work with a partner. It is Friday evening. One of you has decided to phone the other for a chat. Ask and answer questions about what you've been doing this week.



May

15 Monday

*Five meetings today, then I cleaned the flat as Mum arrives tomorrow. I'm exhausted!*

16 Tuesday

*Good news - I got the pay rise I wanted. Went out for dinner with Mum to celebrate - now she knows that I eat well!*

17 Wednesday

*Mum left this morning. Another busy day at work.*

Thursday 18

*Work is crazy at the moment! No lunch. Went for a meal with John after work. Mum rang.*

Friday 19

*Had lunch with John. Worked late.*

Saturday

Sunday



# EVERYDAY ENGLISH

## Telephoning

### 1 Practise saying these telephone numbers.

020 7927 4863   01923 272994   0797 0800 994   633488  
061 44 501277   07880 705024

#### T 13.6 Listen and check.

### 2 T 13.7 Listen to some phone numbers in American English. What differences are there between British and American English?

### 3 T 13.8 Listen to three phone conversations and decide:

- who is speaking to who.
- what about.
- how well they know each other.

#### ! 1 Look at these telephone expressions.

Who's speaking?  
Is that Ewan?  
This is Sami./It's Sami.  
(NOT Here is Sami, or I'm Sami.)

#### 2 Complete these expressions from the telephone conversations.

Could I \_\_\_\_\_ Shereen?  
I \_\_\_\_\_ he's out at the moment.  
Can I take a \_\_\_\_\_?  
I'll \_\_\_\_\_ later.

#### 3 What do these mean?

Hold on. I'll connect you.  
Speaking.

### 4 Look at the tapescript on p127/8. Practise the conversations with a partner.

### 5 Your teacher will give you a role card. Prepare what you are going to say alone, then be ready to make a call or answer the phone.







# 14

## Family ties

Past Perfect • Reported statements • Saying goodbye

### STARTER



Match a line in A with a line in B.

A	B
John met Pete	every Thursday.
They were working in Paris	recently.
They've been good friends	for a long time.
They play tennis	in 1986.
They've been working together	when they met.

## FAMILY REUNITED

### Past Perfect

- 1 Look at the headline of a newspaper story.  
What do you want to know when you read the story?

*What happened forty years ago?*

*Where are their parents?*

*How did they meet?*

- 2 Look at two versions of the story. Read them and compare them. Did you find the answers to your questions?

### Twins reunite after forty years

A

Beth and David Taylor's mother died soon after their birth, and the twins didn't see each other for forty years.

They lived their whole lives with different families in different parts of the country. They both had cats called Tammy, they both studied languages at university, and they both married twice.

They found each other through a website called Family Reunited. They enjoyed an emotional reunion at David's house in Brighton last week, and spent the day swapping stories about their lives.

'I didn't know I had a twin,' said Beth, 'but I always felt half of me was missing.'

David said, 'I always knew about Beth, but I didn't know where she was.'

B

Beth Taylor and her long-lost twin brother, David, enjoyed an emotional reunion at David's house in Brighton last week.

Their mother had died soon after their birth, and they hadn't seen each other for forty years.

'I didn't know I had a twin,' said Beth, 'but I always felt half of me was missing.'

They found each other through a website called Family Reunited, and spent the day swapping stories about their lives.

David had always known about Beth. 'But I didn't know where she was,' he said.

They had lived their whole lives with different families in different parts of the country. They found that they had both had cats called Tammy, they had both studied languages at university, and that they had both been married twice.



## GRAMMAR SPOT

- 1 In which text are the events of the story told in the order in which they happened? Which tense are all the verbs in this text?
- 2 How are these ideas expressed in text B?  
*Their mother died soon after their birth.*  
*They didn't see each other for forty years.*  
 Which two tenses are used in text B?
- 3 What's the difference between these sentences?  
 When we arrived, they were leaving.  
 they left.  
 they had already left.

► Grammar Reference 14.1 p142

## PRACTICE

### Speaking

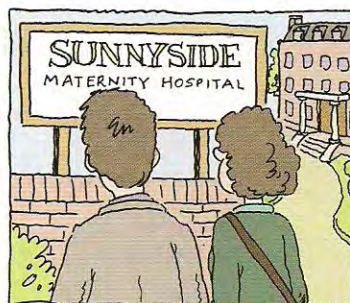
- 1 Work in pairs. Look what Beth and David did after they met. Tell the story.



They spoke ... hours  
... phone.



They sent ...



They visited ... where they  
were born.



They met ...

- 2 Which of these sentences is true? Explain why.

When they met	they were swapping photos.
at Beth's house,	they swapped photos.
	they had already swapped photos.

- 3 Tell the story again, but begin at picture 4.

*When Beth and David met again at Beth's house, they had ...*

- 4 Write a similar newspaper article to B on page 110. Use these notes to help you.

Jane Williams / long-lost sister Amy / meet each other / Carlton Hotel yesterday.

Parents disappear / hurricane / on holiday in the Caribbean / not see each other 15 years.

Find each other through friends / live in the same town / study at the same university / go shopping in the same mall / but never meet.





## Grammar and pronunciation

5 Make sentences from the chart below.

I	was wet			had	fallen over playing football.
Our teacher	hurt			done the homework.	
My leg	died		I	passed all my exams.	
The plants	was delighted	because	we	had rain the night before.	
The road	was angry			forgotten to water them.	
	was hungry			had a busy day.	
	went to bed early			hadn't	had any breakfast.

**T 14.2** Listen and check. Practice saying the sentences.

## WHAT DID SHE SAY?

### Reported statements

1 **T 14.3** Listen and complete what Ben says about John in **A**.

<b>A What does Ben say?</b>
'I _____ John very much.'
'I _____ him at university.'
'We _____ quite similar.'
'We _____ a lot together.'
'I _____ John this evening.'
'I _____ him to arrange a time.'

2 **T 14.4** Read and listen to **B**.

<b>B What did Ben tell you?</b>
<b>He told me/said that ...</b>
he liked John very much.
he'd ( <i>had</i> ) met him at university.
they were quite similar.
they'd ( <i>had</i> ) travelled a lot together.
he was seeing John this evening.
he'd ( <i>would</i> ) phone him to arrange a time.

3 Practise the sentences in 2. Be careful with contracted forms.

### GRAMMAR SPOT

- A** is direct speech. **B** is reported speech. What are the tense changes from direct to reported speech?
- How are *say* and *tell* used to introduce reported speech?

►► Grammar Reference 14.2 p142

## PRACTICE

### An interview

- T 14.5** Listen to an interview with Beth Taylor, the woman you read about on p110.
- Complete the report of the interview with the correct verb forms.

In an interview, Beth Taylor said that she (1) *had* never known about David, but she (2) \_\_\_\_\_ pleased that she (3) \_\_\_\_\_ him now. They (4) \_\_\_\_\_ each other for the first time a few weeks ago, and they had found they (5) \_\_\_\_\_ a lot in common. She told me she (6) \_\_\_\_\_ married twice, and that she now (7) \_\_\_\_\_ in Oxford with her husband, Bruce, who (8) \_\_\_\_\_ a photographer.

She said that David (9) \_\_\_\_\_ to see her next week, and he was bringing his three children. She was sure they (10) \_\_\_\_\_ on well with her children.

**T 14.6** Listen and check.

### Check it

3 Report these statements.

- 'I like Anna,' said Jim.
- 'I'm staying with my aunt,' said Anna.
- 'Mr Walker phoned before lunch,' Sue said.  
'He didn't leave a message,' she added.
- 'I don't think it'll rain,' said Ken.
- 'Ken's gone home,' Sue said.  
'He went early,' she added.
- 'I'll ring you this evening,' Anna told Jim.



# VOCABULARY AND SPEAKING

## Hot verbs – *bring, take, come, go*

- 1 The verbs *bring, take, come, and go* are very common in English. Look at these examples.

David's **coming** to see me next week.

He's **bringing** his children.

I **went** to the USA last year.

I **took** my nephews and nieces.

- 2 Underline the examples of the verbs in these questions. Ask and answer them with a partner.

- 1 What did you bring with you to school today?
- 2 When you are invited to a friend's house, do you usually take something?
- 3 Who comes to visit you at home most often?
- 4 Where do you usually go after school?

- 3 The choice between *bring / take* and *come / go* depends on where the speaker is. Look at the picture.



The speaker uses *take* and *go* for a movement away from her.

The speaker uses *bring* and *come* for a movement towards him.

- 4 Complete the conversations with *bring, take, come, and go* in the correct form.

1 A Goodbye, everyone! I'm \_\_\_\_\_ on holiday tomorrow.

B Where are you \_\_\_\_\_?

A Australia. I'm \_\_\_\_\_ my family to visit their cousins in Sydney.

B Lucky you! When you \_\_\_\_\_ back, \_\_\_\_\_ me a T-shirt!

2 A Listen, class! Please finish your work before you \_\_\_\_\_ home. And tomorrow, don't forget to \_\_\_\_\_ in your money for the school trip. We're \_\_\_\_\_ to the Natural History Museum.

B Oh, Miss Jones! Can't you \_\_\_\_\_ us somewhere more exciting?

3 A Martin, you were very late last night. What time did you \_\_\_\_\_ home?

B It was before midnight, Mum, honest. Mick \_\_\_\_\_ me home in his car.

4 A I've been decorating my new flat. You must \_\_\_\_\_ and visit me on Saturday. And \_\_\_\_\_ Emma and Jane with you. I'll cook you a meal.

B Great! We'll \_\_\_\_\_ some ice-cream for dessert!

5 (In London)

A I'll miss you when I \_\_\_\_\_ back home to Morocco. You must \_\_\_\_\_ and visit me next year.

B I'd love to! I want you to \_\_\_\_\_ this photo with you. It will remind you of the day we \_\_\_\_\_ to Oxford together.

A OK. And when you visit, \_\_\_\_\_ me some more English books to read!

6 (In Turkey)

A I'm \_\_\_\_\_ to London tomorrow, so tonight my best friend is \_\_\_\_\_ round to my house to say goodbye. She's \_\_\_\_\_ a present she wants me to \_\_\_\_\_ to her sister in London.

B Well, have a good trip!

**T 14.7** Listen and check your answers.

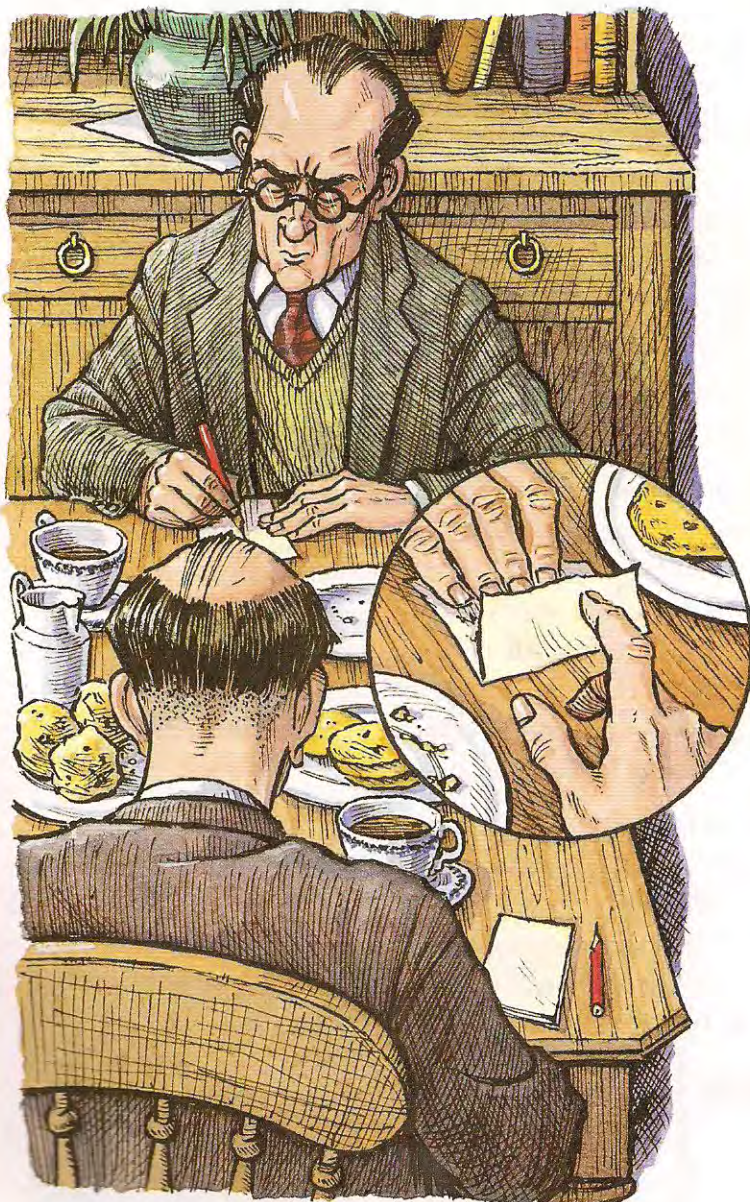


## READING AND SPEAKING

### The tale of two silent brothers

- 1 Sometimes in families there are arguments and family members don't speak to each other for a long time. Has this ever happened to anyone you know?
- 2 You are going to read about two brothers who didn't speak to each other for many years. These expressions are in the text. Match the verbs and phrases.

get	a bachelor all his life
make	a coin
have	revenge
see	a will
remain	a quarrel
toss	and make up
kiss	a solicitor about something



### 3 Read the first part of the story.

#### PART ONE | A death in the family

There were once two brothers, John and Robert Hessian. John was 52 years old, Robert 49. They had never married and they lived together in a house in Oldcastle in the north of England. They lived together, they ate meals together but they never spoke a single word to each other. They hadn't spoken to each other for ten years, ever since they had had a quarrel. Whenever they wanted to communicate they wrote notes.



One evening the brothers were sitting together after supper. They were both wearing black because their older sister, Mary, had recently died. John wrote a note to Robert: *Mr Liversage is coming to visit.* (Mr Liversage was their solicitor.) Robert wrote: *Why?*

John wrote: *I don't know. He phoned and said that he wanted to see us.*

At that moment there was a knock at the door. It was the solicitor, Mr Powell Liversage. He had been to school with the brothers and was an old friend. He too was unmarried.

'How are you, Powell?' asked Robert.

'Very well,' he replied. 'I've come to tell you about your sister's will. Did you know that she had left a will?'

'No,' answered John and Robert together. 'How much did she leave?'

'£12,000. But let me read you the will.'



#### What do you think?

Discuss these questions with a partner before you read part two.

Why do you think the brothers quarrelled? Do you think they quarrelled about:

- money?
- the house?
- a woman?

What do you think is in the will? Do you think:

- the sister leaves the brothers £6,000 each?
- she leaves all the money to one brother? Which one?
- she leaves them the money on certain conditions? What conditions?



4 Read part two and find out if your ideas are correct.

### PART TWO | The will

Mr Liversage took the will out of his pocket and began to read.

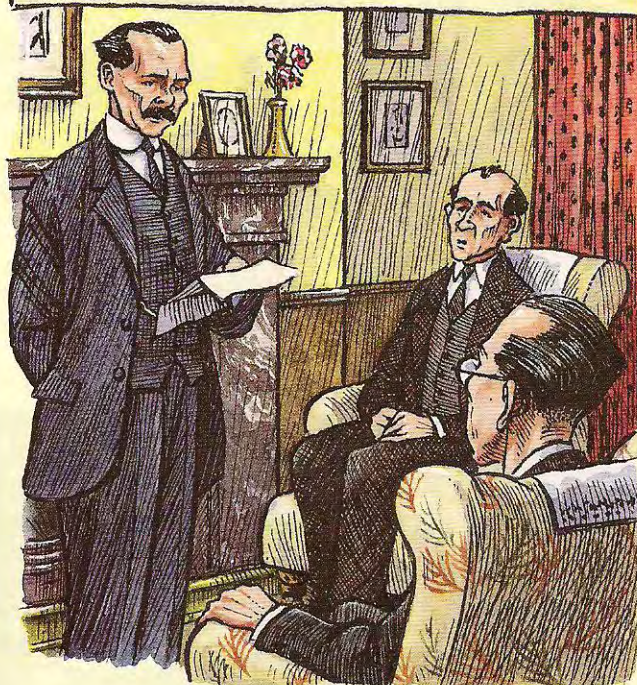
#### Last Will and Testament of Mary Hessian

To my dear brothers John and Robert:

You have both behaved very stupidly. I have never understood why you quarrelled about Annie Emery. You have been cruel and unfair to poor Annie. She has waited ten years for one of you. So, John, if you marry Annie, I'll give all my money to you. And Robert, if you marry her, I'll give it to you. And, if neither of you marries her, all my money will go to Annie, herself.

Your ever-loving sister

Mary



5 Read part three and find out if your ideas are correct.

### PART THREE | To marry or not to marry?

The two brothers sat and thought for a long time. Ten years ago when Annie was a young woman of 27, both John and Robert had been in love with her. They had had a violent quarrel and some terrible things were said. Afterwards they had both wanted to make up and be friends again but by this time they had stopped speaking to each other, so neither of them learned that the other had decided not to marry Annie.

At two o'clock in the morning John spoke: 'Why don't we toss a coin for Annie? Heads or tails?'

'Tails,' said Robert. But it was heads. The next evening John went round to Annie's house. Powell Liversage was just leaving when he arrived.



So in the end neither brother married Annie. They are still bachelors to this day, but at least they are now talking to each other again. And Annie? Well, she got her revenge and now she's very happily married.

ADAPTED FROM A STORY BY ARNOLD BENNET

### What do you think?

Discuss these questions with a partner. Then tell the class your ideas.

- What happened when John went to Annie's house?
- Why didn't Annie marry either brother?
- Who did she marry?
- Who got the money?

Your teacher will tell you what actually happened.

### Language work

Complete the sentences using the Past Perfect.

- 1 John and Robert didn't speak to each other because ...
- 2 They were wearing black because ...
- 3 They didn't know that their sister ...
- 4 Mary said in her will that ...
- 5 When Annie was 27, both brothers ...
- 6 Annie told John that she wouldn't marry him or his brother because ...

### What do you think?

Discuss these questions as a class before you read part three.

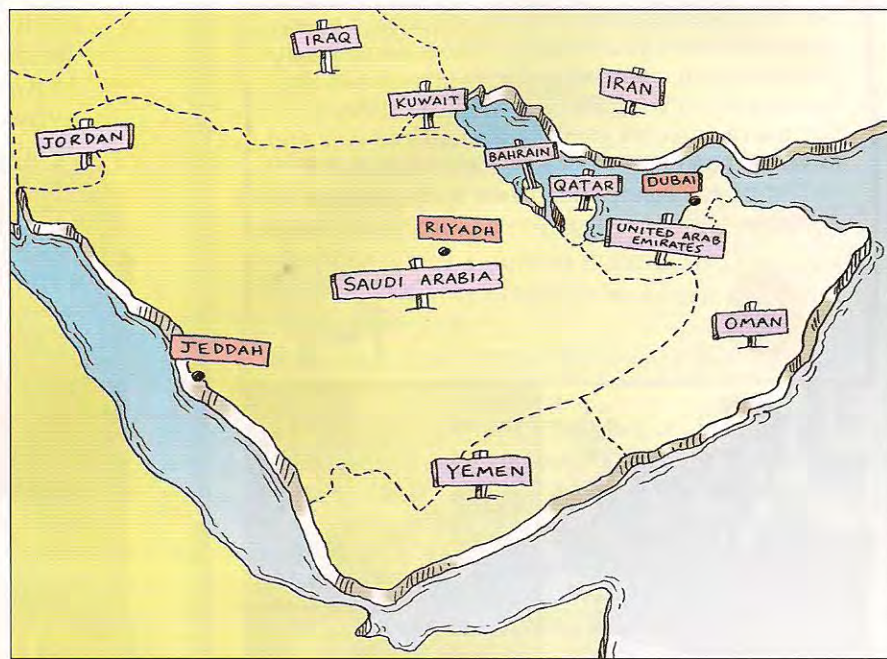
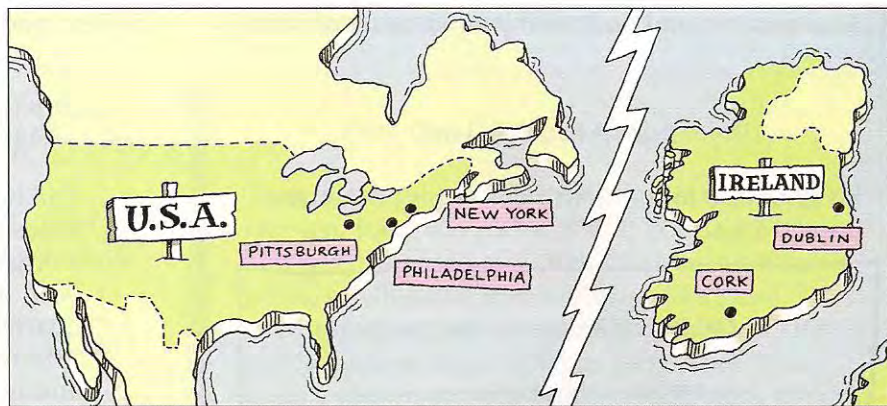
- What do you think will happen?
- What will John and Robert do?
- Who will marry Annie?



## LISTENING AND SPEAKING

### Families that live abroad

- 1 Do many foreigners live in your country?  
Where are they from?  
What are they doing in your country?
- 2 Do people from your country go to live abroad?  
Where do they go?  
Why?
- 3 **T 14.8** Listen to two people, Patrick and Daniel, talking about their families. Answer the questions.
  - 1 Who were the first members of their family to go abroad?  
Where did they go?  
Why?
  - 2 Where did the family live at first?
  - 3 How long had they been in the country before they moved?
  - 4 Draw their movements on the maps.  
Write the year they moved.
  - 5 What work did they do?
  - 6 How many brothers and sisters has he got?
  - 7 Where did they go to school?
  - 8 Are they happy where they are?



### What do you think?

Look at the pictures.

- Where are the people?
- Which country are they in?
- What jobs are they doing?
- What are their lives like?





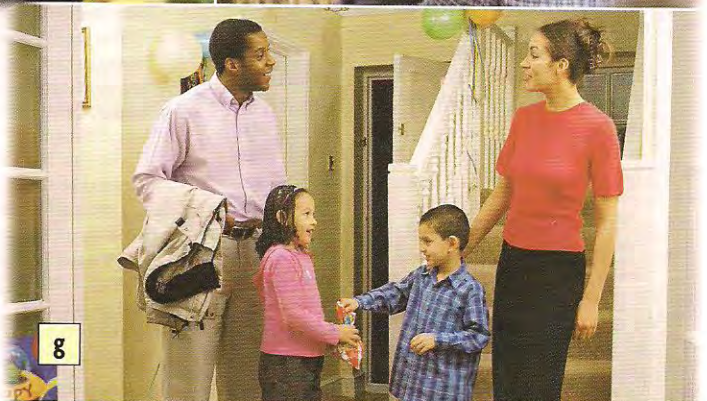
## EVERYDAY ENGLISH

### Saying goodbye

1 Match the sentences with the correct photos.



- 1 ☒ 'Goodbye! Have a safe journey. Send us a postcard!'
- 2 ☐ 'Goodbye. Thank you for a lovely evening.' 'You must come to us next time.'
- 3 ☐ 'Goodbye. It has been most interesting talking to you. We'll let you know by post.'
- 4 ☐ 'Bye! See you later. Are you doing anything tonight?'
- 5 ☐ 'Bye-bye! Thank you very much for having me.'
- 6 ☐ 'Goodbye. Here's my number. Please get in touch if you have any problems with it.'
- 7 ☐ 'Goodbye! Drive carefully and call us when you get there!'
- 8 ☐ 'Goodbye! Good luck in the future. I've really enjoyed our lessons together!'



2 **T 14.9** Listen and check. Practise saying the sentences.

3 Make more conversations for these situations:

- parents saying goodbye to son/daughter leaving home to share a flat with friends
- saying goodbye to friends after spending a holiday with them
- saying goodbye to your teacher/boss after finishing school/work at the end of the week
- saying goodbye to teachers/schoolfriends when you leave school